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KOSOVO

UNIVERSITY OF PRISHTINA – TECHNICAL ASSISTANCE TO THE OFFICE OF THE RECTOR

FINAL REPORT

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Table of Acronyms

Academic Year	AY
Balkan Investigative Research Network	BIRN
Gender Equality Office	GEO
Government of Kosovo	GOK
Higher Education	HE
Human & Institutional Capacity Development	HICD
Information Technology	IT
Key Performance Indicator	KPI
Life Long Learning	LLL
Maturity Model Benchmarking Tool	MMBT
Memorandum of Understanding	MOU
Ministry of Education, Science & Technology	MEST
Ministry of Finance	MOF
Morgan Borszcz Consulting	MBC
Monitoring and Evaluation	M&E
Non-Governmental Organizations	NGO
Organization for Economic Cooperation & Development	OECD
Organization for Security & Co-operation in Europe	OSCE
Performance Assessment	PA
Performance Assessment Team	PAT
Performance Gap	PG
Performance Gap Framework	PGF
Performance Solutions Package	PSP
Performance Sprint	PS
Performance Sprint Team	PST
Request for Task Order Proposal	RFTOP
Root Cause	RC
Root Cause Analysis	RCA
Stakeholder Group	SG
Standard Operating Procedures	SOP
Student Enrollment Management System	SEMS
Technical Assistance	TA
Technical Advisors	TAs
Task Order – Contracting Officer’s Representative	TOCOR
United States	US
United States Agency for International Development	USAID
University of Prishtina	UP
University of Prishtina - Academic Development Office	UPADO
University of Prishtina – Office of the Rector	UPOR
University of Prishtina Student Center	UPSC

1. Executive Summary

1.1 Purpose of the Technical Assistance

The goal of the technical assistance project was to lay the foundation for systemic change needed in the administrative function of the University of Prishtina (UP) Office of the Rector. By using the USAID Human and Institutional Capacity Development (HICD) model and other best practices the advisors developed, in partnership with the Office of the Rector, a clear roadmap for a new vision and change management strategy for the UP. The overarching objective of the technical assistance was to define measurable performance gaps and other challenges at the Office of the Rector and the fundamental causes of these gaps. The assistance established what should be optimal performance, identified the actual performance, and identified the gap between the two. The outcome of the proposed technical assistance is a clear set of tasks and steps on how to achieve the reforms necessary for modernizing and internationalizing the university.

1.2 Background of the Project

Technical Assistance to the Rector, USAID Task Order Number AID-167-TO-0007 was designed to guide the UP as it developed a systematic plan to enhance its operations and the quality of its educational programs. Kosovo has the youngest population in Europe, with nearly 50% of its citizens under the age of 25.¹ Education of the next generation of Kosovars is critical to the new nation's long-term viability. University education and skills/vocational training must fully prepare Kosovo's young people to build the economy and reduce unemployment, currently 60% for Kosovar young people.²

UP is the largest public higher education institution in Kosovo, enrolling nearly 54,000 students across sixteen faculties. Its programs range from engineering to law to philology. While the UP has a rich heritage, multiple challenges over the past nearly fifteen years have weakened its academic programs and harmed its public image. The Serbian conflict banned Kosovars from the university, forcing them to create a parallel university system operating from professors' homes. This demonstration of commitment to education remains a high point in UP's history. Nevertheless, during the time UP was dislocated from its campus, the sole focus was survival, not progress. Since the war, spiraling student enrollment coupled with insufficient Government of Kosovo (GOK) funding have stifled UP's forward movement. As might be expected with a new political and governmental structure, there has also been significant jockeying for power and missteps, including several very public instances of corruption or mismanagement.

The UP underwent a significant leadership transition in October 2012 when a new Rector and five new Vice Rectors were appointed. The new leadership team crafted an ambitious change agenda, and this project supported the Office of the Rector's (UPOR) intensive efforts to improve all aspects of the institution; in essence, to bring about a "transformation" of the University.

The project, implemented over a 3 ½ month time period, consisted of three stages:

¹ Forty-nine percent (49%). Kosovar Stability Initiative/UNICEF, "Report: Unleashing Change, Voices of Kosovo's Youth, 2010, p. 13.

² Republic of Kosovo Agency of Statistics, Labour Force Survey (2012)

1. **Formation.** A diverse Stakeholder Group (SG) was organized, consisting of stakeholders both internal and external to UP who would advise UPOR's change activities. A Performance Assessment Team (PAT) was also formed. While the Rector and Vice Rectors were members of this group, five UP staff members served as Technical Advisors to the PAT, learning the assessment methodology and assisting in data collection and analysis.
2. **Assessment.** Using the Maturity Model Benchmarking Tool (MMBT) over 160 members of the UP community were surveyed to determine UP's current state of performance, those critical issues that should be addressed first as part of the change initiative, identify root causes of challenges so that solutions actually solved the problem, and suggest a desired "future state," where the university should be performing in the next 12-18 months.
3. **Solution Development.** Via interviews, focus groups, review of documents, data, standard operating procedures (SOPs), an SG retreat, frequent meetings with UPOR and a full-day UPOR retreat, the Technical Advisors assisted UPOR to create and agree upon a recommended package of solutions, and an action plan to guide implementation was developed.

1.3 Issues to be Addressed

Via the HICD process, five issues were selected as high priorities, those issues that should be addressed first in the initiative. These issues were Revenue Generation & Financial Viability, Student Admissions, Retention & Services, Research, Academic Staff & Teaching, and Facilities, Infrastructure & Equipment.³ This report describes activities undertaken, challenges encountered, and lessons learned. It discusses UP's challenges and offers recommendations to advance its transformation.

1.4 Findings and Conclusions

While these issues are discussed in later sections of the report, general impressions and findings include:

- *UP is significantly underfunded.* It spends approximately €500/student/year as compared to €1200/student regionally and €4000/student at the low end of a recent OECD survey.
- *Internal communication was seriously lacking.* The internal communication structure was quite hierarchical. UPOR communicated with Deans and administrative staff; Deans communicated with academic staff; and it appeared that students rarely received communication from the university. No channels for student communication existed because there was no student email system. The UP Facebook page was rarely updated.
- *There is significant student interest in engagement.* A Facebook crowdsourcing challenge inviting ideas to improve communication received 57,000 views and 600 votes/"likes," a real accomplishment for the first activity of its type. A mere four weeks following the Facebook activity, UP's Facebook followers had grown from 37,000 to over 43,000.
- *UPOR's staff is hardworking but the office is severely understaffed.* UP's new leadership has implemented significant improvements in the nine months since its appointment, even considering the very limited funds it has to support it. The first strategic plan and first research strategy were issued. The significant issue of dual employment of academic staff

³ Communications and PR Campaigns was also noted as a high priority area but was addressed via Outreach and Media Plans crafted by the Technical Advisors with UPOR's participation.

was beginning to be addressed. Outstanding debts from the prior administration were paid. Applications for international project funding rose from six in AY2011-12 to 26 in AY2012-13. Funding for 175 new academic staff positions was procured. But additional staffing is needed to push the reform agenda forward.

- *The Rector does not receive sufficient support or cooperation from UP Deans.* Too much of the work of the university was centralized, in part, because not all Faculty administrators were responsive to requests, and no mechanisms were in place to insist upon accountability. Similar issues arose with some members of the UP Board.

Accomplishments during the project include:

- Forming a diverse SG that will continue to be engaged with the reform effort moving forward.
- Creating a system of UP email addresses for 53,000 students in under 30 days.
- Collaboratively drafting an Academic Staff Code of Ethics/Conduct (the first of its kind at UP) and acquiring ratifications from the University Senate and Board within 30 days.
- Developing UP's first formal Outreach and Media Plans.

1.5 Lessons Learned

There is no debate that UP should and could be performing much more effectively. Its challenges are immense. Many of UP's problems are beyond its control, such as Kosovo's faltering economy and limited government funding; the very large population of young Kosovars seeking advancement; and decades of neglect of its physical plant.

However, many in the UP community, both internal and external stakeholders, strongly believe in the university's mission and are working tirelessly toward improvement. UP is continually asked to "do more with less." One of the most important lessons of this project is that progress *is* possible, as evidenced by UPOR's accomplishments in the past nine months. Many of these improvements have been achieved with no additional funding. It is hoped that appropriate support for the transformation initiative will continue to be provided and the Office of the Rector, UP staff, and its students encouraged on the path of reform.

1.6 Recommendations

Recommendations are included in each section of the report and detailed in the Action Plan in Section 5.

- *Financial Viability:* The first recommendation is to establish financial viability of the UP. This is the most formidable issue facing the UP but there are ways to generate revenue to cover operation of the university through research and tuition.
- *Student Admissions, Retention, and Services:* Issues with enrollment can be addressed through changes in admission criteria to raise standards, enforce regulations, and creating a Dean of Students Office. Processes as well as policy on retention of students can also be developed to improve the cohort.
- *Research:* Implementing a strategy on scientific research will create incentives and responsibility for research in faculty and staff, improve existing space and access to equipment.
- *Academic Staff/Teaching:* Additional staff needs to be hired while teaching quality standards are created and enforced. Outside employment will need to be prohibited while salary reforms are put in place. Overall quality of instruction will need to be improved.

- *Facilities, Infrastructure & Equipment:* A Director of Facilities and Campus Maintenance should be created with centralized room reservation systems. Public-Private Partnerships are recommended to improve facilities.

2. Human and Institutional Capacity Development (HICD) Assessment Methodology and Process

The structure of this report follows the United States Agency for International Development (USAID)-approved work plan of the Technical Advisors (TAs) and, where applicable, references the section of the Request for Task Order Proposal (RFTOP) in Task Order AID-167-TO-13-00006. This design is to assist USAID in ensuring that all deliverables and intended outcomes of the project have been achieved in accordance.

2.1 HICD Steps 1-3: Identify Partner, Obtain Commitment, Form Stakeholder Group

Identify Partner: The University of Prishtina (UP), specifically the Office of the Rector (UPOR), demonstrated commitment to improving performance in areas of strategic interest to USAID. USAID/Kosovo identified Morgan Borszcz Consulting to work as its implementing partner and defined the scope of the HICD project in terms of performance gaps, matching UPOR's gaps to the affected USAID Assistance Objectives.

Obtain Commitment: USAID/Kosovo secured UP's commitment to the HICD initiative and signed a Memorandum of Understanding (MOU).⁴

Form Stakeholder Group: A Stakeholder Group (SG) guided and assisted UPOR throughout the HICD process. The Technical Advisors assembled a Stakeholder Group and convened three meetings and a half-day retreat in which SG members offered feedback on the HICD process, including selection and funding of recommended performance solutions and evaluation of HICD results.

2.1.1 Draft and Submit Final Work Plan (RFTOP F.2.2)

Task Order AID-167-TO-13-00006 stipulated that the final work plan be submitted to USAID "within 15 days of arrival of advisors in country." The Technical Advisors arrived April 8 and 9, 2013. The final work plan was submitted to USAID/Kosovo on April 22, 2013.

2.1.2 Publish Bi-Weekly Reports (RFTOP F.2.3)

Bi-weekly reports were submitted to USAID/Kosovo on: April 19, May 6, 19, June 3, 16, and July 2, 14.

2.1.3 Identify Members of Stakeholders Group (RFTOP C.1.4 (2))

An early task for UPOR was forming an SG comprised of participants internal and external to UP. The TAs emphasized to UPOR the importance of identifying SG members who had both the political will and authority to lead others towards educational reformation. The primary

⁴ The MOU addressed the HICD process and goals; expectations of the parties in terms of resources required from each; expected results; involvement of other stakeholders in the performance assessment and implementation of performance solutions; and planned timeframe for conducting the HICD initiative.

members of the SG would be UPOR leadership and key staff; however the TAs strongly recommended that the SG have an equitable gender distribution and be inclusive of UP students, Republic of Kosovo Ministries (GOK),⁵ private sector organizations,⁶ and other key international agencies.⁷ The challenge in identifying the SG was to have a diverse enough population to be inclusive while maintaining a manageable group size and dynamic. For this initiative, a group of 20-25 people was recommended. The Rector and his Vice Rectors were asked to identify nominees; the UPOR team identified a total of 58 nominees. Thirty-two persons (19 men, 13 women) received more than one nomination and were thus invited by the Rector to participate.

2.1.4 Convene First Stakeholders Group Meeting/Sign Agreement (RFTOP C.1.4 (2))

The first SG meeting was held April 30, 2013. Attendees signed a [Stakeholder Agreement](#) in accord with USAID's Stakeholder Group Formation protocol.⁸ Members of the SG agreed to additional meetings on ^{May} 14 and 28, and June 11.⁹ The composition of the SG changed slightly over the course of the Technical Assistance (TA) program – some members discontinued participation; some never attended; and additional students were included to better represent that population. By the conclusion of the TA program there were 28 SG members (18 men, 10 women). Meeting minutes, agendas, attendance sheets, and rosters of SG membership were submitted to USAID/Kosovo.

2.1.5 Stakeholder Group Reports (RFTOP C.1.5)

SG Reports were submitted to USAID/Kosovo on May 21 (covering April 9 – May 3), June 6 (covering May 4 – 31), and July 10, 2013¹⁰ (covering June 1 – 30 + Contracted Deliverable).

2.1.6 Performance Assessment Team (Value Add)

The Task Order did not require formation of a Performance Assessment Team (PAT) to assist in conducting the Performance Assessment (PA) called for in RFTOP Section C.1.5 (HICD ADVISOR (1)). However it was the opinion of the HICD Advisor that a core group of UP administrative personnel should have the opportunity to build their professional capacity and knowledge of HICD methodology in order to be capable of championing ongoing use of HICD methodology and framework to address future UP challenges.¹¹

UPOR nominated the five members of the PAT, and a kickoff meeting was held to examine UP's existing performance measurement systems and introduce a method for evaluating HICD initiative success by measuring actual performance against the targeted goals. The PAT formally convened for 13 meetings over the course of the TA program¹² and were coached on: keeping the transformation initiative on track after TA concludes; administering the Performance Assessment (with special coaching on the Maturity Model Benchmarking Tool (MMBT)); using a Performance Gap Framework (PGF) to conduct a Root Cause Analysis (RCA); analyzing and reporting PA data; and drafting an Action Plan based on the HICD Performance Solutions Package (PSP).

⁵ Ministry of Education, Science, and Technology (MEST); Ministry of Finance (MOF).

⁶ Economic chambers and organizations, media.

⁷ Tempus, European Commission, World Bank, Kosovo Education Center, Kosovo Accreditation Agency.

⁸ Human and Institutional Capacity Development Handbook http://pdf.usaid.gov/pdf_docs/pnadw783.pdf (p.37).

⁹ Later changed per mutual agreement to a ½ day offsite retreat held June 14th, 2013.

¹⁰ Represented the FINAL STAKEHOLDER GROUP REPORT required RFTOP C.1.5 (HICD ADVISOR (2)).

¹¹ Moreover, engaging partner organization (UP) staff is consistent with Step 4 of USAID's 7-step HICD. See Human and Institutional Capacity Development Handbook http://pdf.usaid.gov/pdf_docs/pnadw783.pdf (p.17).

¹² April 29, May 2, 10, 16, 21, 24, 29, 31 and June 3, 5, 6, 10, 18.

PAT members completed a self-assessment of learning at the conclusion of TA.¹³ They reported that their knowledge regarding using a systematic methodology to improve institutional performance had tripled during the project, moving from an average knowledge score of 2.4 to 8.2. The PAT members who can assist the UP in advancing the reform initiatives following USAID assistance are Fidan Hamiti, Elmedina Nikoceviq, Hajrullah Hajrullahu, Besnik Loxha, and Besnik Fetahu.

2.1.7 Tailor Maturity Model Benchmarking Tool (Value Add)

The MMBT is a self-reflection and self-diagnostic process that aims to establish a case for change, pinpoint a baseline measurement of organizational capacity, and guide creation of a plan for increased capacity. The tool, in its full form, examines partner organizations across eleven performance domains¹⁴ using a total of 75 performance parameters.

The Technical Advisors met extensively with UPOR staff and conducted interviews with students, members of the academic staff, and administrative personnel to ascertain the most appropriate manner of tailoring the MMBT to best fit the organizational context of the UP. This MMBT version tailored to the context of the UP maintained the fidelity of the original eleven performance domains, but was able to target the 35 parameters most applicable to UP's needs. Following edits to the content of those parameters to make the language even more specific to the university context, the TA translated the entire tool into Albanian language and validated the quality of the content with the Rector and key UPOR staff.

2.2 HICD Step 4: Conduct Performance Assessment

The PA was designed to assist the UP to articulate its organizational priorities and to compare current performance levels against desired performance within a 12-18 month timeframe. The assessment of performance at the UP most notably used the MMBT organizational performance questionnaire; however one-on-one interviews and focus groups were also used extensively throughout the PA process. Together, these information gathering techniques served to provide a picture of current UP performance and identification of gaps and root causes, and engaged a broad base of UP constituents in reaching consensus regarding top priorities and proposed interventions. This data collection process served to inform the Technical Advisors in the creation of the Action Plan by working collaboratively with the PAT and UPOR.

The Technical Advisors convened regular meetings of the Stakeholder Group, and the PAT members facilitated a series of focus groups with UP constituents to document interventions that would illustrate optimal performance in key areas. The PAT aggregated the quantitative and qualitative data points from across those groups, and the TAs used these and other findings to consult with the UPOR who determined which areas were most critical to university performance and reform. The Rector was thus able to make data-driven decisions regarding the selection of performance interventions – this represented an important “first” in the history of the Rectorate, and the UPOR can now truly focus its improvement efforts on those recommendations detailed in the Action Plan based on the Performance Solutions Package model in HICD.

¹³ See [PAT Member Self-Assessment of Learning](#).

¹⁴ For example, Leadership & Management, Governance, Mission Delivery, Administration & Operations.

2.2.1 Draft Assessment using MMBT

The [tailored version](#) of the MMBT was used as the foundational element of the performance assessment. The MMBT design allows respondents to perform self-assessed scoring of UP's performance at the current-state and desired future-state, set the institutional priority of the parameter, and leave notes to justify/validate their scoring and/or leave comments pertaining to the parameter. The scores for current- and desired future-state employed a 4-stage model of maturity (Basic, Developing, Advanced, Leading) along a 12-point scale with a three-point spread for each stage of maturity.¹⁵

An account with Survey Monkey was established for the university, and the MMBT was then migrated so that online delivery was possible across a wide array of university stakeholders and constituents.

The qualitative data that was gathered through interviews and focus groups provided clues as to *what* must change at the UP. The quantitative data generated from the MMBT highlighted the gap between the current-state and desired future-state to capture the *amount* of change that is required for the UP. The quantitative scoring thus provided a more concrete measure of performance that complemented and served to validate the qualitative data that was collected by the Technical Advisors in advance of administering the MMBT. The composition of the MMBT aspect of the performance assessment was intended to produce data points from respondents that would be critical in:

- Determining perceived performance gaps and priority levels;
- Establishing a baseline level of UP's capacity;
- Facilitating a dialogue around performance solutions and reaching consensus on proposed interventions;
- Establishing the case for change (i.e., a set of compelling reasons to change and a vision of what UP should seek to become); and
- Developing a specific solutions package that targeted the highest priority issues along with key performance indicators, and clear responsibilities and timeframes.

See [Performance Assessment](#) and [MMBT Summary Reports from PAT Members](#) for details regarding groups that responded to the performance assessment and the summary of results by group. Aggregate MMBT data for all groups is found in the appended [MMBT Summary Results](#).

2.2.2 Outreach Plan (RFTOP C.1.5 (2))

The Task Order specified that the Technical Advisors would support the Rector in developing a plan of action for outreach to his colleagues, students and other education stakeholders for providing input to the proposed university reforms. The *Outreach and Internal Communications Plan*¹⁶ creates a strategy and timeline for communicating with stakeholders about the transformation initiative and subsequent improvements at UP. The Outreach Plan anticipates that the UPOR will engage in frequent, transparent communication, through open dialogue with stakeholder groups and by inviting the UP community to take part in transforming the university.

¹⁵ For example, a score of 4, 5, or 6 corresponded to the 'Developing' stage; a score of 7, 8, or 9 corresponded to the 'Advanced' stage. The point spread allows respondents to capture a more nuanced representation of the maturity stage.

¹⁶ The Outreach and Internal Communications Plan was submitted to USAID/Kosovo on July 9, 2013.

The overall objective of the outreach effort is to persuade internal stakeholders that the university is achieving progress in implementing substantive reforms so that stakeholders will work collaboratively with UP leadership to advance the university. To accomplish this objective, UP will work to increase internal stakeholder engagement with the UP; improve internal stakeholder perception of the university; and increase transparency and accountability in university operations. The UP Communications Team was debriefed on the report and will implement the *Outreach and Internal Communications Plan* according to the implementation timeline using key messages delivered via multiple communications channels detailed in the plan.

2.2.3 Communications Baseline Survey

It became apparent that enhancing the volume and quality of internal communications at UP would represent a significant performance improvement. A baseline measurement of communications effectiveness was created to enable UPOR to evaluate progress over time. Additional information about the [Communications Baseline Survey](#) may be found in Appendix 7.21.

2.2.4 Performance Assessment

Facilitating the PA was a multi-step process designed to engage, educate, and encourage “buy-in” of the reform initiative UPOR is undertaking. Over the years, assessments of UP performance have occurred in various ways and appeared in various iterations from multiple non-governmental organizations (NGOs) and donor organizations. It was thus essential for the Technical Advisors to do something differently to engage stakeholders who had never been reached or have been historically underserved and underrepresented. Although the SG represented a variety of UP constituents, it was the opinion of the Technical Advisors that input should be sought from a larger sample. With the assistance of the UPOR and the PAT additional constituencies were identified. A focus group meeting was scheduled with each group to discuss the purpose of completing the MMBT assessment and provide instructions.

Engaging additional groups produced a total of 137 MMBT submissions along with 1,326 comments across the 35 performance parameters assessed. The additional volume of responses greatly enhanced the Technical Advisors’ understanding of UP performance issues and also assisted in validating other data collected in the PA process. After analyzing the MMBT responses, additional focus group meetings were convened to debrief results. Areas that stood out in the data as being major or critical issues were then discussed with focus group attendees. Each group used a PGF to identify performance gaps, root causes, and proposed interventions.

2.2.4.1 Stakeholder Group (RFTOP C.1.5 (3))

PA findings were presented and recommendations for performance solutions were taken from the SG in a two-hour meeting held May 28, 2013 and in a ½ day retreat facilitated June 14, 2013. Details of each meeting were previously reported to USAID/Kosovo including the deliverable to satisfy RFTOP C.1.5 (3) which was submitted July 10, 2013. Results for all performance parameters were considered; however it was necessary for the SG to reach consensus and identify the handful of areas considered to be critical, high priorities moving forward.

Consensus performance parameters were:

1. Revenue Generation & Financial Viability
2. Research
3. Academic Staff & Teaching

4. Facilities, Infrastructure & Equipment
5. Communications Strategy and PR Campaigns

All comments, recommendations, and proposed solutions from SG members were captured in a Performance Gap Framework and used to inform the [Performance Solutions Package](#). Details regarding the results from the MMBT administration to the UP Senate, Faculty Coordinators, Faculty Secretaries, and UP students may be found in [Appendices 7.7](#) and [7.8](#).

2.2.5 Analyze and Report MMBT Findings (RFTOP C.1.5 (HICD Advisor 1))

Through the information gathering techniques described in [HICD Step 4: Conduct Performance Assessment](#), the Technical Advisors acquired a strong feel for the issues that may be most critically affecting university performance. Within the first three weeks of the technical assistance program a [draft of key issues](#) was developed and discussed with UPOR staff.

The MMBT was administered to five groups: Stakeholder Group, Faculty Coordinators, Faculty Administrators, Students, and University Senate. The administration of these assessments did yield new information to complement the PA process, but also served as a strong validation of initial findings from interviews and the SG meetings. MMBT results for each group assessed were analyzed by both the HICD Advisor and the respective member of the PAT in capacity building sessions. The PA process dictated that each group be debriefed regarding findings and to move towards performance interventions to begin bridging the gap between current-state levels and the desired future-state.

“Top Ten” areas considered most critical from the aggregate results of all MMBT respondents (Weighted Scoring)	
#	Performance Parameter
1	Student Admissions & Retention
2	Research
3	Assessment of Student Learning
4	Student Support Services
5	Academic Staff
6	Educational Offerings
7	Information and Learning Resources
8	Mission, Vision, and Goals
9	Student, Faculty and Staff Relations and Engagement
10	Communications Strategy and PR Campaigns

(**Note:** colored items were decided by the UPOR for inclusion in the PSP).

Once all groups had been debriefed, the HICD Advisor aggregated the data across all groups (See [MMBT Summary Results](#) for table of data points and scores) which served the Rector in making data-driven decisions regarding the selection of issues to address in the formal [Action Plan](#).

2.2.6 Crowdsourcing & Performance Sprints (C.1.5 (3))

Task Order AID-167-TO-13-00006 called for the Technical Advisors to support the UPOR in identifying factors that may contribute to the reinvention or transformation of the UP; propose remedial measures for addressing negative factors; and produce reports based on the results of two crowdsourcing initiatives designed to engage a diverse array of people in the development of solutions to UP challenges in a way that encourages innovation and promotes shared ownership of successes.

Crowdsourcing initiatives are the practice of obtaining needed services, ideas, or content by asking for contributions from a large group of people. These initiatives often succeed in dividing

work wherein individuals, on their own initiative, add a small portion of effort that contributes to a greater result.¹⁷ Since it is common for performance improvement programs to be hampered by implementation shortfalls, performance sprints offer a unique approach to push partner organizations toward short turnaround interventions that embolden them with deadline-focused goals to surge over traditional hurdles and institutionalize meaningful change.

The Technical Advisors discovered through interviews of many university stakeholders (i.e., academic staff, students, non-academic employees, and alumni) that there was a feeling of disconnectedness from the reform initiative. Crowdsourcing was selected in order to engage the UP community and the results were used to inform Performance Sprints (PS). Because the hallmark of PS are their short-term timelines, the rapid turnaround formed the necessary momentum for change, created a sense of urgency, drove creative problem-solving, and built tremendous confidence in the UP Performance Sprint Teams (PST) that they could quickly achieve tangible, high-impact results. Moreover, it provided another vehicle for building the capacity of UP and UPOR staff.

2.2.6.1 Competition Model (Facebook Challenge) – Improving Internal Communications

During the Performance Assessment phase of the project, internal communication with students and staff was identified as a major challenge. The objective of this first crowdsourcing activity was to solicit feedback and ideas from UP stakeholders to improve university communication with its constituents. Using a “crowd competition” model, participants were invited to comment and vote for the submissions of fellow participants. During the course of the crowdsourcing challenge, the challenge was viewed by more than 57,000 people; “Liked” by nearly 600 individuals; shared 27 times; and received approximately 160 suggestions from the public. The submissions with the most “Likes” were selected for review by UP leadership; to promote transparency and the public’s “voice,” the winning suggestion was the one that had the greatest number of votes from the UP community.

The highest vote-getting, and thus winning, idea was to provide e-mail addresses to all current UP students and staff to better distribute and coordinate university communications. The student who put forth this idea was honored for his contributions at a USAID/UP press conference on June 7, 2013 where he also received a 50€ gift card to be used at a local book shop.



This initiative involved many “firsts” – the first time UP has asked for student input on an issue in a systematic way; the first time UP students were involved in decision making; and the

¹⁷ Adapted from the Wikipedia definition at: <http://en.wikipedia.org/wiki/Crowdsourcing>

first creation of a university-based electronic communication system for UP students. Lessons taken from this initiative should guide the UPOR in building support for the reform initiative project.

Many people doubted UP's commitment to implement Avdyl Gashi's winning idea on or before July 12, 2013; however on July 11, 2013 the UP announced that more than 49,000 university e-mail IDs had been opened for students¹⁸ that complements the e-mail accounts previously made available for academic and non-academic university staff.

2.2.6.2 Collaboration Model (GoogleDoc) – Academic Staff Code of Ethics

The second crowdsourcing initiative was a "crowd collaboration" activity during which all Faculties were invited to contribute to the development of a Code of Ethics for academic staff – a statement of principles and behaviors that professors would agree to uphold. The initiative was hosted in a GoogleGroup accessible via a university internet address providing academic staff the ability to review a draft of the Code, offer comments, and review comments from peers in real-time. Although a Code of Ethics is a requirement written in the University Statute that appears as far back as the 2004 version, to date a Code of Ethics had not been developed.¹⁹ Coming into compliance represented a mandatory performance improvement for the UPOR and would be key win for the reform initiative.

During the two-week duration of the initiative, articles of the Code were viewed 1,360 times and 28 comments recommending edits or improvements to the draft of the Code were posted. A PST championed by Vice-Rector Avdulla Alija reviewed the comments and incorporated submitted ideas into the final draft of the Code. The PST won approval of the Code of Ethics by the University Senate on July 8, 2013 and ratification by the University Board on July 11, 2013. A letter from the Rector to all academic staff, distributing the new Code of Ethics and informing faculty of compliance requirements occurred the week of July 15, 2013.

Next steps appear in more detail in the PSP and in the [Higher Education Advisor Findings and Recommendations](#), but Vice-Rector Avdulla Alija will soon create an *Ethics Council* as provided in the Code. The Ethics Council's first task should be to finalize the draft Disciplinary Procedure that would apply to all staff, academic and non-academic. The Technical Advisors assisted with editing the new procedure to ensure that it provides full due process protections and a straightforward process for pursuing complaints.

2.2.7 Media Plan (RFTOP C.1.5 (4))

Technical Assistance included assisting the UP to create a strategic media plan. This plan was formally submitted to USAID/Kosovo on July 14, 2013. The plan provides UPOR with the strategy and timeline to define objectives and identify outputs; identify specific target audiences; articulate key messages that are aligned to both the University and Office of the Rector vision statements; define and promote appropriate slogans; expand communications outside "traditional" media outlets; and create performance metrics to measure media performance.

The university has faced many challenges with respect to public relations. A series of public scandals since the War has damaged the reputation and public image of the university. It has had neither the staff nor the funding to strategically address public relations and implement a contemporary approach to media planning. The media plan will guide UPOR as it regains the

¹⁸ "49000 studentë të UP-së bëhen me adresa elektronike të Universitetit" – July 11, 2013 <http://www.uni-pr.edu/Lajmet/49000-studente-te-UP-se-behen-me-adresa-elektronik.aspx>

¹⁹ University of Prishtina Statute, Article 190.

public trust and respect. Additional information regarding the [Media Plan](#) may be found in Appendix 7.24.

3. HICD Advisor Perspective for Change (RFTOP C.1.5 (HICD Advisor))

Per Task Order AID-167-TO-13-00006 the HICD Advisor was to summarize the HICD perspective for change at UP, including observations, findings and recommendations. It is the position of the HICD Advisor that UPOR's commitment to reform will drive a series of performance improvement initiatives. The process is almost certain to be hampered or slowed by actors outside the UPOR's locus of control; however there is evidence to suggest change management is possible and even likely to occur.

3.1 Observations and Findings

Several of the issues cited in the Balkan Investigative Research Network (BIRN) dated May 2009²⁰ still exist today. For instance, aligning course curricula to produce the learning outcomes required of graduates in the Kosovar economy; bringing student assessment of learning into the modern era through use of contemporary assessment methods; addressing the rewards system for academic staff so that working more than one "full-time" job is not required (or culturally accepted); and establishing mechanisms to tear down the silos of individual Faculties remain challenges and will continue to be risks to the UP reform imperative. In fairness to the current UPOR administration, the BIRN report was published during the previous administration that remained in office until September 30, 2012 – and measurable progress has occurred since October 2012 when the current Rector was appointed.

The apparent lack of political will by UPOR has been replaced with the new administration's commitment, but a status quo system in which lack of accountability can lead to corruption remains a barrier to sustainable performance improvement. For change to occur successfully, the following statement must be true:

$$\text{Dissatisfaction} \times \text{Desirability} \times \text{Practicality} > \text{Resistance to Change}^{21}$$

Although this seems a simple equation, it is powerful when used to structure the case for change at UP. Dissatisfaction with the status quo may not yet be sufficiently high and the desirability of the future-state is still in the process of being effectively communicated. Sustainable change can only occur when the incentive for twisting policies and procedures for the benefit of individuals or political parties is replaced with a functional structure with monitoring and evaluation mechanisms that hold people accountable to performance targets.

Fortunately, the largest group of affected stakeholders is the student population – measuring 50,000+ strong, there is truly power in numbers, and the Rector would do well to continue engaging them early, often, and throughout the performance improvement process. Given the overwhelmingly positive reception to the first crowdsourcing initiative, it is clear that if the Rector can empower students to affect change, then he can count on their support.

²⁰ Balkan Investigative Reporting Network "Situation and Problems at the University of Prishtina: Analytical Report of Research Into the Standards and Problems at the University of Prishtina", Jusuf Thaci, (2009).

²¹ Richard Beckhard and Rubin Harris "Organizational Transitions: Managing Complex Change."

The current Information Technology (IT) infrastructure will adversely affect the pace of reform initiatives. The lack of integrated systems²² is a large gap. There is also a significant gap between best practices in managing people to accountability and the apparent absence of these management practices in Kosovo's bureaucratic public sector. Both of these factors will likely delay the progressive reform agenda of the UPOR. Specific, detailed action items such as the ones contained in the [Action Plan](#), [Outreach and Internal Communications Plan](#), and [Media Plan](#) will provide UPOR with a roadmap for improvement – and picking up “wins” in these areas will build momentum to sustain change while a more sophisticated IT infrastructure is developed to support Monitoring and Evaluation (M&E) efforts.

3.2 Recommendations

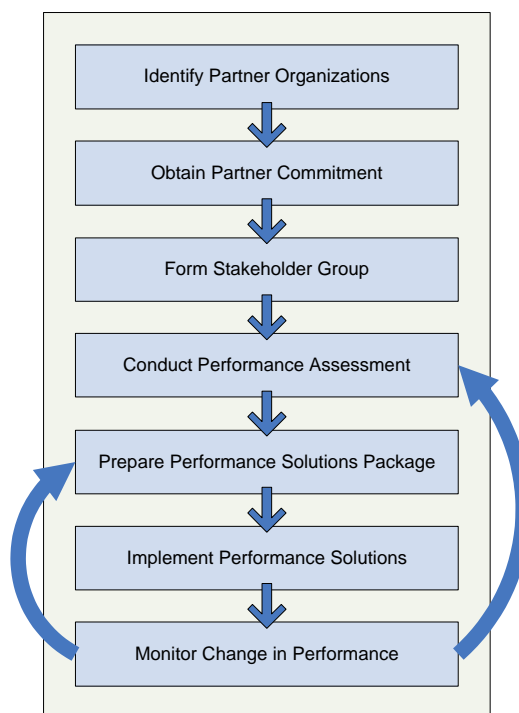
3.2.1 Affecting Change – Knowledge to Performance

The UPOR must use the USAID's 7-step HICD Framework²³ to follow through with implementation and engage in the iterative cycles. This practice is what is required to attain and retain a required set of skills and behaviors.

The implementation of the proposed solutions in the PSP shifts capacity development from increased *knowledge* to improved level of *performance*. Methodically managing to the PSP provides UPOR with the greatest likelihood of affecting institutional capacity development.

3.2.2 Monitoring & Evaluation

M&E is the backbone of performance management and is thus an essential component of implementation. Using best practices to identify key performance indicators, collect and analyze data, and report on progress is intrinsically necessary, but also is an additional opportunity for capacity development. Establishing the infrastructure for M&E requires strategic thinking – fortunately during the course of the TA project a Vision for UPOR was created, and a Mission and Vision for the UP was approved by the University Board. The UPOR can use these articulations as guides to establish that infrastructure. The UPOR will still need to be diligent in measuring and evaluating progress. It will need the ability to reward desired behavior and the courage to enforce discipline for compliance failures.



This will not be an easy path to take, and UPOR should anticipate resistance, particularly in areas and with stakeholders for whom dissatisfaction with the status quo is not sufficiently high to welcome the change of increased accountability for performance. Until better technology

²² An inter-connected network of relational databases that assist in the documenting, analysis and reporting of performance data.

²³ Human and Institutional Capacity Development Handbook http://pdf.usaid.gov/pdf_docs/pnadw783.pdf (p.10).

solutions for M&E activities can be established the UPOR have been advised to use forms such as the [Monthly Reporting](#) and the [Quarterly Reporting](#) forms appended to this report.

3.2.3 Managing to the Data and Performance Management

UPOR will need to continue to collect baseline data as was the practice in this project. The PAT can be leveraged to assist in data collection and analysis. Once performance data has been collected in the key areas in which the UPOR would most like to affect change, the data must be used to plan and make decisions. At the conclusion of the PA process the Rector was able to make data-driven decisions regarding which performance parameters to include in the [Action Plan](#). This bodes well for his ability to make additional decisions according to the numbers. Managing from quality data also depersonalizes decisions and makes it more difficult for resisting parties to argue against change. Data-driven decision making expands M&E to the broader spectrum of holistic performance management.

Data is collected and analyzed, decisions are made and communicated via myriad distribution channels (as appropriate) and the mechanism for tracking indicators (i.e., databases) is updated to reflect the additional data. The newly collected data will either be in line with performance targets or not. If data is on track to meet performance targets, then the UPOR can reasonably report that the capacity development solution is progressing to the desired future-state. When data indicates that performance improvement objectives are off track, however, UPOR may use the decision tree²⁴ to make choices and informed “course corrections” as needed.

After the UPOR becomes more comfortable with this method of managing to performance data, M&E and Performance Management processes become one continuous step during which data is collected, analyzed and used, and lessons learned are incorporated.

3.2.4 Keep Sprinting

The HICD recommendations heretofore mentioned are easier said than done, and fatigue and inertia can set in. The Performance Sprint is a means to ignite momentum for change and improve performance. Now that performance improvement objectives have been identified, it is strongly recommended that the UPOR decide upon one to two activities that lend themselves well to conducting a PS. Implementing Performance Sprints should be an ongoing process and will continue to deliver real results that directly align with long-term objectives and initiatives contained in the Action Plan.

4. Higher Education Advisor Findings and Recommendations

Per Task Order AID-167-TO-13-00006 the Higher Education Advisor is required to “prepare a report that summarizes the progress for change at the UP including observations, findings and recommendations.” This section of the report summarizes conclusions of the Higher Education Advisor and recommendations for change to improve performance at UP.²⁵

4.1 Revenue Generation & Financial Viability

The most formidable issue facing UP is the severe shortfall of sufficient financial resources for operation of the university. Discussion of the causes of UP’s precarious financial situation and recommendations for improvement follows.

²⁴See Appendix 7.9 [Decision Tree](#).

²⁵RFTOP C.1.5(5).

4.1.1 Findings on Revenue Generation & Financial Viability

4.1.1.1 Government Funding

In the forty-three years since its founding, the university has relied solely on government funding and student tuition for its income. UP's financial resources are woefully inadequate --- barely enough to keep the university's doors open, much less to implement significant improvements and advance its reputation as a top regional institution of higher education. MEST funding and student tuition fees amount to annual funding of approximately €26M²⁶ to serve over 53,000 students. This equates to annual spending per student of under €500. The Balkan regional average per student is ~€1200,²⁷ meaning that GOK's average spending per student is only 42% that of neighboring countries.

Viewed in a broader context, a recent Organisation for Economic Cooperation and Development (OECD) survey of 34 countries found that university spending on core education services (excluding Research and Development) is, on average, €6800, ranging from €4,000 or less to over €7500.²⁸ By any measure, UP's financial resources are strikingly insufficient, and if its resources do not expand significantly, it will be unable to achieve many of its goals.

4.1.1.2 Higher Education Funding Formula

Kosovo's Higher Education law requires MEST to "set out in an administrative instruction the methodology to be used for the allocation of funds" for the all public institutions of higher education.²⁹ MEST has neither developed the formula nor issued the required administrative instruction in the two years following the passage of the law. Rather, institutional funding is determined based on the prior year's appropriation without a per student allocation. In short, UP's budget and appropriation are not determined based on any true estimate of the cost of educating 53,000 students each year.

4.1.1.3 Tuition

The UP does not have control over its student tuition rates; rather, GOK dictates student fees and has established tuition at €50/semester.³⁰ The current tuition rate yields approximately €7 million/year; which is a fraction of the funds needed to successfully run the university.

However there is widespread resistance to increasing tuition, even if the current need-based scholarship program were to be significantly expanded. Resistance to tuition increases seem based on the expected backlash from the electorate, even though students interviewed by the Higher Education Advisor suggested that tuition *should* be increased for those who can afford it.

Students interviewed also said an unintended consequence of low tuition rates is that a number of young people enroll at UP without a commitment to university studies. Becoming a student at UP is so inexpensive that students enroll for lack of other alternatives and then do not take university study seriously. This phenomenon bloats UP's student population, harms the academic environment for serious students, and causes excessive administrative inefficiency.

²⁶ €19 million is from GOK/MEST funding and €7 million is from student tuition fees.

²⁷ Dukagjin Pupovci, Director, Kosovo Education Center (2013).

²⁸ Survey of 34 OECD member and non-member countries. Argentina, Estonia and Slovak Republic spent less than \$5000USD (€3,825) while Austria, Brazil, Canada, Ireland, the Netherlands and Norway spent more than \$10,000USD (€7650). Spending per student in the United States averaged more than \$19,000 (€14,500). OECD, Education at a Glance – OECD Indicators, 2013, pp. 165-166.

²⁹ Law on Higher Education in the Republic of Kosovo, No. 04/L-037, Article 21 (2011).

³⁰ PhD candidates and international students pay higher tuition.

Kosovo law permits universities to propose student fees to MEST (e.g., application fees, repeat exam administration fees, and graduation fees), but the UP presently imposes few student fees.³¹ GOK regulations do not allow the UP to charge tuition for summer school. Any Kosovar student may attend UP summer school free of charge, including those who are not UP students and attend private universities during the regular Academic Year (AY). Operating summer school is a significant expense for UP. Faculty must be hired and paid, schedules developed, students registered. At present, summer school is an extremely negative return on investment.

4.1.1.4 Entrepreneurial Culture

Entrepreneurism is a relatively new concept to most Kosovars, particularly in the public sector. UP has never engaged in any of the entrepreneurial endeavors that are common to institutions of higher education in the United States (US) and other G20 nations. Moreover, few people in leadership positions have a background in either private business or university development or fundraising. Kosovo law permits public universities to enter into contracts for research or consultancy,³² but historically, UP's research and consultancy efforts have been minimal.

It is worth noting that MEST created a Strategic Plan for Education, 2011 – 2016 which includes numerous provisions applicable to higher education. In Chapter 5.5, MEST set out a strategic objective to ensure that institutions of higher education build “capacity to generate additional resources through research projects, consultancy services, infrastructure, etc.” by 2014.³³ MEST's goals are to “establish mechanisms” to generate additional revenue via “project offices, professional and advisory services, utilization of infrastructure” and to “organize training programmes for higher education staff to enable them to apply with projects for local and international funds.”³⁴ (See [Appendix 7.17](#)). To date, no training programs or other assistance from MEST have materialized.

4.1.2 Recommendations on Revenue Generation & Financial Viability

As discussed above, it will be difficult for the UP to significantly enhance performance without additional funding and diversification of revenue streams. Recommendations include:

4.1.2.1 Rector's Fundraising and Development Advisory Committee

The Rector should form a committee to advise him and advocate on UP's behalf to raise funds. This Committee might be a continuation of the SG, consisting of a small subset of SG members but should also include prominent Kosovar business figures. Advisory Committee members should be chosen solely at the discretion of the Rector, and should be primarily external to UP. The Committee's first order of business should be to discuss the [Higher Education Funding Formula](#) with MEST.

While not one of the top five priority issues identified for the PSP, lack of effectiveness of the UP Board was repeatedly mentioned by respondents to the performance assessment and in interviews and focus groups as a major obstacle to positive change at the UP. Almost without exception in higher education institutions, Boards are heavily involved in raising funds for their institutions, yet it appears the UP Board devotes scant attention to fundraising or ensuring that the UPOR has the operating capital required to effectively operate the university. [Appendix 7.20.1](#) of this report offers recommendations for improving the UP Board's effectiveness.

³¹ Law on Higher Education, supra, Articles 8, 20 (2011).

³² Law on Higher Education in the Republic of Kosovo, No. 04/L-037, Article 20 (2011).

³³ Republic of Kosovo Ministry of Education, Science, and Technology, Kosovo Education Strategic Plan, 2011-2016, Chapter 5.5 Higher Education (HE), p. 134.

³⁴ Ibid.

4.1.2.2 Research Projects

Enhancing the research culture at the UP will be a first step on the road to increasing revenue. This issue is discussed in detail in [Section 4.3](#). Unfortunately, without additional funding from other sources, the facilities, equipment, and staff training needed for a major research push will be out of reach. Over the long term, however, research has more potential to enhance UP's financial situation than perhaps any other revenue-producing activity. MEST should implement its strategic plan provisions offering support for development of research projects and other revenue-producing activities.

4.1.2.3 Higher Education Funding Formula

MEST should be encouraged to develop a "per student" formula and administrative instruction for funding public universities in Kosovo as required by law. The new formula should consider UP's underfunding and make every effort to increase UP's per student appropriation.

4.1.2.4 Tuition and Student Fees Study

UP should immediately undertake a tuition and student fee study exploring:

- Increasing tuition by 20% (€10/semester);
- Charging tuition for summer school. The regulation prohibiting charging tuition for summer school should be changed immediately; if nothing else, UP should at least be able to recover its costs for operating summer school, and non-UP students should be required to pay tuition at a higher level than UP students;
- Instituting an application fee of ~€15-20 per application for admission;
- Instituting a laboratory materials fee for all courses with lab sections to cover the costs of purchasing research supplies;
- Instituting a graduation fee of €10 for students applying to graduate in bachelors, masters, and PhD programs;
- Imposing a substantial fee for students registering to retake exams.³⁵ The fee to retake exams should increase with each attempt and increase significantly if the student applies to be examined by committee. Recommended fees are €10 for first retake; €20 for second retake; €50 for committee examination. These fees reflect the real administrative cost of arranging for students to retake failed exams and may serve as at least some incentive for students to work to pass the first time exams are administered.³⁶

4.1.2.5 Other Revenue-Producing Measures

4.1.2.5.1 Life Long Learning (LLL)³⁷

UP has a fledgling LLL program, coordinated by the Vice Rector for International Relations, who, in addition to managing international organization and donor relationships, coordinates and directs the Summer School and is involved in numerous other UPOR activities. No staff members work on LLL full-time, and a separate LLL program office does not exist. While the Vice Rector and her staff are performing admirably in launching the LLL program, UP should

³⁵ Students may apply to retake exams twice after failing the exam on the first administration. If they do not pass after three attempts, UP regulations grant students the ability to retake the exam in front of a faculty "committee." If the exam is still not passed, the entire year of study must be repeated.

³⁶ Imposing fees to retake exams assumes that students have been evaluated fairly in the initial administration of the exam. For example, a professor who fails 50% or more of his/her class has not taught or evaluated to the course learning outcomes. See §4.4 for recommendations regarding student evaluation.

³⁷ Life-long learning is "all general education, vocational education and training, non-formal education and informal learning undertaken throughout life..." LAW No.04/L-037 on Higher Education in the Republic of Kosovo, Art. 2, 1.8.

prioritize creation of a dedicated LLL office, including a position for a Director and two other staff members.

The initial outlay of funds to hire staff for LLL will quickly return to UP in the form of fees paid by LLL program enrollees. Fees for LLL should be reasonable in the Kosovo economy, but should be comparable to LLL programs in the region to ensure the program generates revenue. UPOR has established a relationship with the Bursa Education Development Foundation in Turkey³⁸ an entity with a well-developed LLL program. This program could be a model for UP's program expansion.

Over the long term, the new LLL staff should research market needs and develop courses to provide skills needed in the Kosovo work force. Some recent recommendations for LLL courses have included project management/technical skills certificate program, continuing legal and medical education courses, and a court reporter certificate program. Undoubtedly market research will provide numerous additional courses and certificate programs to create a robust Lifelong Learning Program for UP.

Unfortunately, at this time, the Kosovo MOF has imposed a freeze on creation of new GOK positions. This report recommends adding a total of nine administrative positions at UP, including the three for LLL. The Higher Education Advisor recommends that UP request a waiver from MOF as this relatively small number of new positions would expand UP's capacity significantly and provide an additional revenue stream.

4.1.2.5.2 Online and Business/Contract Learning

While some forms of Distance Learning can be expensive and resource intensive,³⁹ online learning is relatively inexpensive. Online learning programs could be developed for corporate clients. Corporate clients could be asked to pay for course development costs in advance. For example, UP might consider creating a project management course for a Kosovo business, tailoring the course to specific business needs, and then offering it to its employees.⁴⁰

4.1.2.5.3 Crowdsourcing Revenue Generation Ideas

Following the crowdsourcing process used during the project, UP might consider asking the university community for revenue producing ideas. Ideas from a campus bookstore to constructing buildings and renting portions to business, to student "e-cards"⁴¹ are possibilities.

4.2 Student Admissions, Retention, and Support Services

4.2.1 Findings on Student Admissions, Retention, and Support Services

4.2.1.1 Student Enrollment

Over the past five years, UP's student population has increased by nearly 69%, from a total of 32,030 students in AY 2008-09, to 54,066 in AY 2012-13,⁴² despite minimal expansion of facility

³⁸ The institutions plan to sign a joint MOU in September, 2013.

³⁹ For example synchronous distance learning in which all students access a "live" class from different locations at the same time requires significant technological capability.

⁴⁰ Grayson, Katherine, "70 Smart Revenue Generators (and Moneysavers)," *University Business Magazine*, July 2004 <http://www.universitybusiness.com/article/70-smart-revenue-generators-and-moneysavers>

⁴¹ E-cards are issued to students by the University, and they deposit funds onto the cards via different systems, but often from traditional bank accounts. Students pay tuition and fees with their e-cards, and universities earn revenue from depositing e-card funds into an interest-bearing account. Some universities partner with local businesses to accept e-cards as payment, with sales yielding a commission of 15-20% to the university. Ibid.

space or staff. Although isolated, interviewees report that some classes have as many as 400 students, and students stand in lecture halls for lack of seats. Extremely large classes defeat the opportunity for quality teaching and learning. The over-enrollment of students is caused by several phenomena:

- **MEST pressure to expand student enrollment.** Each year Faculties determine the number of students they can accommodate, and these numbers are sent to MEST for approval. In AY 2012-13, UP reported that it could accommodate 9,000 new students across all faculties. MEST required that 12,000 students be admitted, severely overcrowding the incoming freshman class.

There was improvement in this area for AY 2013-14. UP reported it could accommodate 12,000 new students, and MEST approved the number requested without an increase. UP leadership believes that it can accommodate 12,000 students in AY 2013-14 because over 175 new faculty members are being hired⁴³ and three new public universities will open.⁴⁴

While the new universities will relieve overcrowding on the UP campus, their opening begs the question – who will teach students on these campuses? It is likely that UP faculty will provide most of the instruction, teaching part-time at the new universities while maintaining full-time positions at UP. The added time commitment for academic staff will exacerbate the problem of faculty who do not devote their full attention to their UP responsibilities.⁴⁵

- **Cultural value that all students, regardless of qualifications, are entitled to attend university at little cost.** A number of interviewees, while expressing frustration with overcrowding at UP, opined that higher education is a human right, and that UP's doors must be open to all who seek admission, almost an "open admissions/enrollment" policy.⁴⁶ While UP does set criteria for admission, they are very low and non-competitive.

The Higher Education Advisor agrees that students should be able to pursue university studies without regard to race, ethnicity, gender, religion, etc., and that financial assistance should be readily available to students of limited financial means. Many young people, however, are not ready for university studies after completing high school and should be encouraged to engage in other types of study programs, for example, vocational training, or pre-university education ("community college"). University students should possess the maturity, basic knowledge and skill to be successful in a university environment.

⁴² University of Pristina Central Administration Data. These numbers include all students enrolled in Bachelors, Masters, and PhD programs.

⁴³ See § 4.4, Academic Staff & Teaching.

⁴⁴ The new universities are in Mitrovica, Gjakova, and Gjilan. While UP will manage the application and admissions process for these new universities, several thousand newly admitted students will attend classes on these campuses and not on UP's campus.

⁴⁵ See § 4.4, Academic Staff and Teaching.

⁴⁶ "Open Admissions" or "Open Enrollment" is a form of admissions policy in which all applicants are accepted for admission, regardless of qualifications. It differs from the selective admission policies of most universities that take into account standardized test scores, secondary school performance, and character-related criteria. A somewhat popular concept among 2-year/community colleges in the US in the 1960s and 70s, open enrollment was used to overcome racial and ethnic discrimination that led to minority students having lower entrance criteria than majority students. Open enrollment policies are rarely followed in the US today.

4.2.1.2 Admissions Criteria

UP Central Administration reported that there were 31,273 applications for AY 2012-13.⁴⁷ Of this number, 19,250 students were admitted (a 61.5 % admission rate), and 16,337 registered. Students must provide evidence of successful completion of secondary school studies and the State Matura Exam (Testi i Maturës Shtetërore), administered to all secondary students planning to attend university. Historically, UP has also required that students take an Entrance Exam.⁴⁸ Interviewees repeatedly complained that the Matura and UP Admissions Exam administrations were marred by pervasive cheating and recycling of exam questions.

The admissions process within individual Faculties is competitive in that the “best” students are chosen to fill open slots, but it was unclear how “best” is calculated, and the Technical Advisors received conflicting information on this point. The consistent thread running throughout interviews and focus group sessions was that, while UP has admissions criteria, the criteria are not evenly applied, and irregularities in admissions decisions are common.

4.2.1.3 Staggered Admissions Procedures

UP’s admissions process involves two “calls” for applications. Students submit applications directly to the Faculty in which they want to study, and the individual Faculties make admissions decisions. Some Faculties fill to capacity during the first “call.” A second “call” for applications is issued in August, and students are encouraged to apply to Faculties with empty seats.⁴⁹ While UP Central Administration said that all students are admitted by the start of the Fall/Winter Semester, multiple faculty members said that students appear in their courses throughout the semester. One professor said that her course enrollment increased from 50 to 120 during the semester, either newly-admitted to the course itself or to the university. Late enrollees were unable to learn the course material, and she was forced to fail a large percentage of the class.

4.2.1.4 Interference in Admissions Process

In interviews and focus groups UP staff routinely complained about inappropriate interference in the admissions process. They reported that students are admitted based on nepotism or political relationship rather than academic credentials. There were also reports that in some highly competitive Faculties (e.g., Medicine), applicants sometime paid individual Academic Staff to ensure admission. While the Technical Advisors found no proof of this fact, the short project timeframe made it impossible to investigate these allegations in any depth. Even if they are based on rumor and not fact, the image and staff motivation suffers when staff and students believe the admissions process is not transparent or fair.

4.2.1.5 Student Retention and Services

Currently UP does not track student retention, and no retention plan exists. Although individual students may be provided with academic support on an *ad hoc* basis, there is no centralized academic support services office, nor any method of identifying students who are struggling academically. Likewise, there is no system for tracking students who are excelling academically such as a Dean’s List or other reward system for superlative academic performance. Although there is no data to support their statements, many respondents commented that UP loses its

⁴⁷ Across all Faculties, in Bachelors, Master, and PhD programs, and including “first” and “second” call for Bachelors program admissions.

⁴⁸ There has been discussion of eliminating the UP Entrance Exam; one faculty piloted an admissions procedure recently in which students were not required to take the Entrance Exam.

⁴⁹ For example, the Faculty of Mathematics is typically under-enrolled while the Faculties of Economics and Law fill in the first round of applications.

best students over time to private universities. Students may complete a year or two of studies at UP's low tuition cost and then transfer to a private university for their final years of study.

4.2.1.6 Academic Suspension/Expulsion Policy or Procedure

UP students are admitted to individual faculties and then enrolled by "class." For at least the first two years, their course of study is completely prescribed (no elective courses), and students are promoted from the 1st year to the 2nd and then the 3rd year, similar to the primary and secondary school model in which students are promoted by grade.

Students must pass all of their exams and courses to be promoted. The exam failure rate, however, is quite high, and no procedure is in place to permit students who fail an individual course to retake the course. Rather, students who fail a single course must repeat the entire year of studies. Because repeating an entire year of studies based on one failing grade would indeed be harsh, students may be promoted to the next year of studies and retake exams they failed. University policy permits students to take exams up to 3 times before being examined before a Faculty Committee as fourth and final attempt to pass.⁵⁰

Students can schedule exam retakes at any point, some retaking exam for two to three years running. While in the past, no centralized records were maintained on repeat exam administrations, the new electronic Student Enrollment Management System (SEMS) does track this information, so in the future, students will actually be limited to three attempts before applying for Committee examination. In the past reports were that students took exams up to eight or nine times to achieve a passing grade.

This practice is extremely inefficient and academically unsound. Students who fail a course, assuming the learning assessment was fair, have not absorbed the course material and generally need to repeat the course to achieve the expected learning outcomes. This practice also means that professors are constantly scheduling exam re-takes and trying to keep track of students who may have failed a course several years ago.

To date, UP has not created any policies on academic suspension or expulsion, and it appears students are permitted to remain enrolled in one course or enrolled in no courses with only exams to retake indefinitely. This system means that students who are not doing the work or who are struggling with their studies remain enrolled, do not receive academic support services, and generally bring down the level of the academic environment at UP.

4.2.1.7 Student Services

Although the Statute of the University of Prishtina requires that a Student Center (UPSC) be created,⁵¹ to date this has not occurred, and student services on campus are extremely limited. The Statute provides that the UPSC be "individually financed by the Ministry and from student participation" and provide the following services: dormitories, restaurant, leisure facilities, cultural and entertainment facilities, and healthcare.⁵² UP has several dormitories but the other services have not been funded by MEST. In the opinion of the Technical Advisors, while more student gathering places would enhance the sense of school spirit and community, other student services are critically lacking and should be the first priority.

⁵⁰ Statute of the University of Prishtina, Article 128 (2011) The University of Prishtina "Statute" is a set of detailed regulations developed by the University Senate after consultation with the University Board. While developed internally, the Statute must then be approved by MEST and the Kosovo Assembly.

⁵¹ Statute of the University of Prishtina, Articles 84-85.

⁵² Ibid.

No centralized academic advising or academic support services are provided by UP. Each Faculty has a professor designated as the “Coordinator.” These staff members have many other responsibilities and are not student services professionals. Students interviewed said they were unaware there was an academic advisor in their Faculty. No centralized office for students with disabilities or special academic needs exists. UP provides no mental health counseling, and while it may choose to refer students with serious mental health issues to external professionals, students should have an identified university officer to visit if they are experiencing difficulties. For example, while impossible to quantify within the timeframe of this project, interviewees reported that sexual harassment remains a problem at UP. Students should have a university professional to whom they can report these types of issues.⁵³

An Office of Career Services, begun in 2007 with Organization for Security & Co-operation in Europe (OSCE) funding, is still operational but seriously understaffed. At the height of the OSCE program’s activity the Office staff included eight student services professionals and offered academic as well as career advising. Only two full-time staff members remain.⁵⁴ Current staff members have cobbled together an impressive program that depends on a volunteer corps of 70 students. The Office sponsored a well-attended Career Day this spring and regularly sends job notices to Faculties and a large student email list developed internally. However, it remains severely understaffed.

4.2.2 Recommendations on Student Admissions, Retention, and Support Services

4.2.2.1 Limit Enrollment to UP’s True Capacity

UP’s new leadership has effectively held the line on admitting more students than the university can reasonably accommodate. It is the Technical Advisors’ hope that their efforts will continue to be successful in this regard. It should be noted, however, that in past years, the actual number of students enrolled at UP has bloated far beyond even the number required by MEST. While MEST required that UP accept 12,000 new students in AY 2012-2013, Central Administration reported a total of 16,337 new students registered. It is difficult to track the source of all of these “additional” students, but a primary source is that Faculties admit all students with identical admissions “scores,” even though the total number of students admitted then far exceeds the Faculty’s capacity. A centralized admissions process would control this practice.

4.2.2.2 Raise Admission Standards

A smaller and more select student body, more carefully attuned to available facilities, supplies, and faculty members would improve the academic environment markedly and reduce the load on academic staff, many of whom teach hundreds of students each semester. The consequences of a smaller student body would be twofold: (1) Less tuition would be generated, but current tuition is only €7 million of UP’s €26 million budget. Reducing total student enrollment by 20% would reduce tuition income by €1.4 million so it is possible that replacement revenues would need to be raised internally.⁵⁵ (2) GOK would need to create vocational and one-to-two year university preparatory programs for students who do not have the knowledge, skills or inclination to attend university.

⁵³ The Gender Office at the Faculty of Law does not provide counseling for victims of sexual harassment; it sees its mission as research and policy development on gender issues. See Executive Summary.

⁵⁴ A third staff member works full-time in the Faculty of Law.

⁵⁵ See §4.1, Revenue Generation & Financial Viability.

UP should consider issuing only one “call” for students, using a single application deadline. Under the current admissions process, a student who wanted to study Economics⁵⁶ but was rejected may be forced to take a place in the Faculty of Mathematics.⁵⁷ It makes more sense to adjust Faculties to the number of applications they receive than to force students into study programs they do not choose. Better pre-college counseling may also help. Students applying to UP should know what professional fields need workers. For example, a Mathematics degree may indeed lead to multiple career opportunities, but secondary school students are usually unaware of labor force needs and choose “popular” or “interesting” courses of study that may not need workers.

4.2.2.3 Create Centralized Admissions Process and Apply Consistent Criteria

A centralized admissions process staffed by University Admissions professionals would be much more efficient than the current process of admitting students across sixteen Faculties. Faculties could continue to determine the number of students they could accommodate in any given year. The entire admissions process would then be administered by the central office. This model (followed by most US universities for undergraduate but not graduate admissions), has several advantages. Efficiencies of scale are created when all application materials go to one office. Electronic systems can be developed that effectively manage the multiple responsibilities for record collection, application review, and communication with applicants.

Additionally, managing admissions via a central office makes the process more transparent and less vulnerable to abuse or interference. It ensures more consistent application of admissions criteria. It is hoped that a centralized office would also firmly observe admission deadlines.

4.2.2.4 Enforce Regulations Against Interference in the Admissions Process

The Academic Staff Code of Ethics adopted during this project’s term⁵⁸ prohibits “misuse of academic authority...to achieve personal, family, or political interests.”⁵⁹ This provision prohibits improper academic staff interference in the admissions process. If, in fact, there is improper interference in the admissions process, the Rectorate should follow the Outreach Plan to emphasize the importance of the Code and to encourage filing of complaints. After hearings, UP will need to hold any wrongdoers accountable. This action will signal the value the Rectorate places on integrity and restore confidence in the fairness of the admissions process.

4.2.2.5 Create Dean of Students Office

UP should create a Dean of Students Office to provide academic advising, career services, academic and remedial support, and personal counseling (or at least referral to mental health professionals). The Dean of Students should plan for expansion of student services, including establishing positions for Directors of Academic Advising, Career Services, and Academic Support. This relatively inexpensive solution – one salary now and three more salaries by the Fall/Winter semester, 2014⁶⁰ – will significantly benefit UP students.

A fully-staffed Dean of Students Office could engage in research on the Kosovo workforce and advise students about expanding areas of the labor force. The staff’s interaction with employers

⁵⁶ The Faculties of Economics and Law typically have the highest demand for seats.

⁵⁷ The Faculty of Mathematics is often under-enrolled.

⁵⁸ See §4.4.

⁵⁹ University of Prishtina, Academic Staff Code of Ethics/Conduct, ratified July 11, 2013, Article 16 (4).

⁶⁰ Additional professional and support staff should be hired as determined via a Dean of Students strategic planning process.

would be a direct method of gaining input regarding the knowledge and skills UP graduates need to be successful in the workforce.

4.2.2.6 Create Student Retention/Academic Support Program

A new Dean of Students Office should include a Director of Academic Support who would provide services for “at risk” students and be the central point of contact for students with disabilities and special academic needs. Currently UP does not track student retention, academically “at risk” students, or post-graduation employment. One of the first responsibilities of the Dean of Students Office should be to develop systems for tracking this data and then to create an academic support program. Many excellent resources exist to assist with program development, including the International Association of Student Affairs and Services with members in nearly 50 European countries (<http://www.iasasonline.org/IASAS>) and NASPA, U.S.-based association of higher education student affairs administrators, with members in nearly 30 countries (<http://www.naspa.org/>). A Deans List or other award system should also be developed to recognize outstanding student performance.

4.2.2.7 Develop Academic Suspension/Expulsion Policies and Procedures

UP should develop policies and procedures for academic suspension and expulsion. Students are graded on a 5-10 point scale (equivalent to the American F – A scale) with “9” considered “excellent.” Most US universities place students on academic probation for a semester or year if their cumulative average is a D/6 or lower, or if they fail more than 1 course in a semester. Generally, students must maintain a C/7 average to be in good standing. If a Dean of Students Office is created, it could manage the probation/expulsion process, or the process could be managed in each Faculty.

Allowing students who are not succeeding to remain enrolled in the university without academic support services teaches them failure. It also damages the quality of the educational environment, provides students with little incentive to work hard, and causes significant extra work for professors. Setting academic success standards is good education policy.

As long as UP students enroll and advance in cohorts, however, it will be difficult to discard the policy allowing exam retakes. Ultimately UP needs curricular reform that enables students to register for individual courses, not an entire year of courses. Then if a student failed an individual course, s/he could retake the course, not just the exam, and not the entire year of study. Until there is curricular reform along this line, the Higher Education Advisor recommends that students only be allowed to retake an exam twice (with no option for committee assessment) and that the time period for all repeat exams be one year from the date of the initial exam.⁶¹

4.3 Research

4.3.1 Findings on Research

During the 1990's, as Albanians were excluded from the university, “there was as virtually no access to research infrastructure, and isolation from the scientific development in the international scientific community.”⁶² Professors courageously continued to teach students in

⁶¹ Again, this procedure is dependent on appropriate assessment by faculty. See recommendations for ensuring proper student learning assessment in §4.4.

⁶² OSCE, Roadmap for Improved University Policies and Procedures for Faculty Appointment, Retention, Promotion and Tenure and Better Support and Stimulation to Increase Qualitative and Quantitative Scholarly Research Activity at the University of Prishtina (2009).

private homes and apartments, but by necessity, the focus was exclusively on teaching and not on research. Following the War, UP has not been able to rebuild a research focus. Challenges include the lengthy dormant research period with resultant outdated facilities, severe revenue shortages, and academic staff's limited English skills. This pattern of low research output has continued over the past ten years in the midst of numerous assessments, strategic plans, and sets of recommendations to enhance UP's research output.⁶³

In 2012, however, a new position for Vice Rector for Scientific Research was established at UP to focus on enhancement of the research culture, a very positive move. While the most resource- and time-intensive of various revenue generation options, expanding UP's research capacity also has the greatest potential to create significant revenue streams for the university.

The nine months since establishment of the Vice Rector position have been productive. The most significant achievement was creation of a strategic plan – the Strategy for Scientific/Artistic Research and Development Activities at the University of Prishtina (2013-16) (“Strategy”).⁶⁴ This is the first-ever dedicated strategic plan for UP research. The plan is exceptionally detailed, including necessary budgeting, timelines, and areas of priority research in all disciplines.

While lack of revenue has slowed implementation of the plan (e.g., no new staff has been added to the Research Unit, a part of the Academic Development Office), the current staff of the Research Unit has:

- Collected and centralized information on all research activities at UP, data that had never been tracked and made the database available to all UP staff on the website;
- Set up free access to six electronic research databases;
- Formed an expert group to support researchers in the proposal implementation, and reporting stages of their work;
- Continued to implement portions of the plan that can be accomplished without significant financial expenditure;

4.3.1.1 Research Funding

Lack of funds for research remains the primary obstacle to enhancing the research culture at UP. Although the MEST Strategic Plan (2011-16) sets a goal of creating a system to allocate GOK funds to public universities and to fully fund GOK's dedicated percentage of the national budget to research by 2013-14, GOK funding has continued to be limited.⁶⁵

4.3.1.2 Staff Motivation and Research Skills

A root cause of the low level of research output is the historic focus on teaching and lack of organization around the research function. “UP's internal environment (continues to be)... characterized by a low interest of staff to engage in research activities, lack of motivation to publish research results in internationally recognized journals, lack of cooperation with industry and the economy and EU research institutions and lack of experience to access various research announcements.”⁶⁶ In interviews UP staff repeatedly commented that UP does not have a research “culture,” and teaching continues to be the focus.

⁶³ See Riinvest Institute for Development Research. The Assessment of Research Capacities in Social Sciences in Kosovo. (2009) http://wbc-inco.net/attach/Assessment_Kosovo_WEB.pdf; BIRN Report, supra. USAID, Human and Institutional Capacity Development (HICD) Assessment: Kosovo (2012).

⁶⁴ See Appendix 7.19 (Hereinafter “Strategy”).

⁶⁵ Republic of Kosovo Ministry of Education, Science, and Technology, Kosovo Education Strategic Plan, 2011-2016, Chapter 5.5 Higher Education (HE), HE 6, 7, 8, 9, 10, pp. 134-138. See Appendix 7.17.

⁶⁶ Salihi, Arben. (2012). *Report on Achievements, Challenges and Recommendations in the Area of Education & Science and Research in Kosovo*, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) (unpublished), cited

UP also lacks a formula to provide financial incentives for Faculties and individual academic staff to involve themselves in research activities. Currently the very limited funds that are generated through research go to the UP Central Administration, and there is no internal system of rewarding individual research enterprise.

Interviewees also reported that many UP academic staff members lack research skills. Those educated at UP may well have completed their Masters and PhD programs with limited exposure to applied research because of the historic lack of equipment and supplies.

4.3.1.3 Research Facilities and Supplies

Two new laboratories have opened recently at the Faculties of Agriculture and Medicine;⁶⁷ however laboratories toured in other disciplines, particularly in the Faculty of Natural Sciences (e.g., Biology, Chemistry, Physics Departments) are quite outdated and dilapidated. Without additional revenue streams, UP has limited options for refurbishing its laboratories, a requirement for expansion of hard science research as well as for quality student teaching. UP will need to use portions of its very small capital budget;⁶⁸ lobby GOK to fund research activities consistent with MEST strategic plans; seek additional donor support for laboratory equipment and facilities; or divert funds from other revenue-generating activities (e.g., LLL), to refurbish laboratories. Any of these options will take time, but the University's Strategy on Research includes funding plans for these purposes.

4.3.2 Recommendations on Research

4.3.2.1 Implement the Strategy on Scientific/Artistic Research⁶⁹

The new Strategy is impressive, and if fully implemented, will correct many of UP's historic deficits in the research area. University and GOK leadership are encouraged to fund implementation as outlined in the Strategy. It should be noted that all recommendations set out herein are also included in the Strategy which stands as an encouraging example of the talent and vision that are part of the university's new leadership.

4.3.2.2 Create Incentives and Responsibilities for Research⁷⁰

The first step should be to create financial incentives for academic staff to engage in research. A clear formula should be developed that communicates to Faculties and academic staff the financial advantage for participation in research. Research activities should also be mandatory job responsibilities for faculty, with teaching loads reduced for those involved in research projects. Academic staff outside the hard sciences should have both responsibility and financial incentives to publish articles in top international peer-reviewed journals.

Although the planned regulation to create research incentives has not been completed yet, UP is beginning to experiment with financial incentives. While not specifically in the research area in July 2013, the Rectorate finalized an agreement with the Faculty of Electrical Engineering to create and teach a university preparatory course in mathematics for secondary school graduates seeking remedial instruction, part of the LLL program. The formula provides a significant financial incentive for the Faculty offering the course.

in Beketa, Nicola, Norwegian Research Council, NORGLOBAL Program, *Overview of Higher Education and Research Systems in the Western Balkans – Kosovo* (2013).

⁶⁷ Funded through TEMPUS projects.

⁶⁸ See §4.5, Facilities, Infrastructure and Equipment.

⁶⁹ See Appendix 7.18.

⁷⁰ See Appendix 7.18, Strategy, Measure 1.4, p. 131.

Academic staffs who do participate in research projects should receive special university recognition for their efforts. For example, UP could select a Best Research Project and Best Academic Article in each Faculty each year and attach a small cash prize to the award as an incentive.

4.3.2.3 Use Existing Lab Space Efficiently and Continue to Plan New Labs⁷¹

As the Technical Advisors found throughout the UP campus, the Faculties are quite siloed. There is very little interdisciplinary cooperation and collaboration. The Strategy, however, recognizing that funding is limited, recommends that better use be made of existing space, including plans to share use of laboratory space among disciplines.⁷² This can be accomplished in a number of ways, including by scheduling more courses with labs in the afternoons and evenings. Although new leadership has emphasized that individual Faculties do not “own” their lab facilities and are required to make them available to other Faculties, this message is not being received by some Faculties and must be emphasized periodically. Of course, as funding permits, new laboratories must be developed.⁷³

4.3.2.4 Implement Student Lab Fees

Those interviewed consistently remarked that the existing labs lack supplies, and one of the reasons professors fail to integrate lab work into their courses is because there are no supplies. This problem could be solved by implementing a lab fee for all students taking courses with an associated lab section. Lab supply and materials fees are quite common at other universities and can be low enough to simply cover the general cost of materials and supplies for courses. It is certainly preferable to ask students whose tuition is already extremely low to contribute to the cost of their lab courses than to fail to teach them laboratory research skills at all.

4.3.2.5 Research Skills Training

MEST, in its 2011-2016 Strategic Plan, set a goal of creating research skills courses for UP professors, a much-needed intervention. Unfortunately training courses have not been offered to date. UP should bring local experts to the Center for Teaching Excellence (UP faculty includes some quite experienced researchers) to teach research skills. The university should consider making research training mandatory for academic staff in appropriate Faculties. The Strategy already includes plans to create a Core Group of experienced UP researchers with distinguished publication records to coach academic staff on proposal development and academic writing.⁷⁴

4.4 Academic Staff and Teaching

4.4.1 Findings

4.4.1.1 Number of Academic Staff

UP’s low number of academic staff was universally cited by stakeholders as a root cause of the institution’s academic quality issues. While it is true that classes are too large, it is unclear

⁷¹ See Appendix 7.19, Strategy, Measure 2.2, p. 134

⁷² See Appendix 7.19, Strategy, Measure xxx, p. 135

⁷³ See Appendix 7.19, Strategy, Measure 2.4, p. 135

⁷⁴ The UP Strategy for Scientific/Artistic Research Development Activities, 2013-16, already includes plans to create a Core Unit comprised of internal UP research experts to assist others in developing projects. See Appendix 7.19, Strategy, Measure 3.2, p. 137.

whether this phenomenon results from too few academic staff or too many students.⁷⁵ To date UP has not systematically tracked student:teacher ratio in academic programs or Faculties. A significant number of UP students do not succeed academically.⁷⁶ As discussed in §4.2, many of these students are disengaged. For them, UP becomes a place to “hide out” from Kosovo’s challenging economic and labor force conditions. Without data on student success/failure, it is impossible to know how widespread this phenomenon may be. The university, however, does a disservice to all students and staff if it continues to enroll students who are not academically or attitudinally prepared for university studies. The demand for higher education should be met by expanding programs and faculty, but only for those young people who demonstrate ability to succeed in university studies.

4.4.1.2 Salaries, Payment Structure, Faculty Outside Employment

Numerous assessments over the past ten years have reported that UP professors hold more than one full-time position or teach in multiple part-time positions, some holding as many as six part-time appointments. An unknown number of these academic staff hold full-time appointments at UP, but the number has never been quantified.⁷⁷ The UP Statute prohibits full-time faculty from holding additional full-time positions without approval of the Rector.⁷⁸ The 2004 version of the Statute prohibited external part-time contracts as well; that prohibition was deleted in the 2011 version of the Statute.⁷⁹

Dual employment and/or significant outside part-time teaching appointments is the root cause of a number of complaints about academic staff at UP, including failure to keep office hours, lack of class preparation, missing classes altogether, missing scheduled exam administrations, reusing exams, delaying releasing final grades, and the like.⁸⁰

Some interviewees said that professors accept outside teaching responsibilities because their UP salaries are too low. While both academic and administrative staff salaries are low, the Technical Advisors were unable to determine exactly how much professors earn. Although base salaries are established by UP Board regulation,⁸¹ UP’s system of paying multiple bonuses in addition to salaries means that is unlikely that any two professors, even in the same department and at the same level, receive the same pay. And it should be noted that while academic staff salaries may be low, administrative staff salaries are extremely low, ranging from €265 to €480/month for the highest paid administrative staff member in the university.⁸²

The Regulation on Personal Income provides for additional incomes/honoraria/bonuses for all types of academic responsibilities.⁸³ These payments to academic staff include:

- €0.60 per exam for grading exams

⁷⁵ See §4.2, Student Admissions, Retention, and Services.

⁷⁶ Ibid.

⁷⁷ GAP Institute for Advanced Studies, “A Review of Private Higher Education in Kosovo,” p. 13 (2008) – “The private sector in Kosovo is largely dependent on academic staff...from (UP)...This leads to the situation that private institutions, in order to meet accreditation requirements, often offer full time positions to retired professors or that some professors work in several institutions.”

⁷⁸ University of Prishtina Statute, Article 177 (2011).

⁷⁹ University of Prishtina Statute, Article 177 (2004).

⁸⁰ BIRN Report, *supra* at p. 55.

⁸¹ University of Prishtina, Regulation on Personal Incomes, Article IV, Academic Staff (2010). A Full Professor’s base salary is 1143€/month; A Dean’s base salary is 1493€/month; the University Rector’s base salary is 1643€/month, and the President of the UP Board receives a base salary of 1613€/month.

⁸² Ibid. The Manager of Human Resources salary is set at €480/month, less than half the base salary of the lowest level Academic Staff. Some clerical workers receive a base salary of only €265/month.

⁸³ Ibid, Articles VII-XIII.

- €250/per candidate for mentoring master's degree candidates
- €3/per student presentation exam for master's degree candidates
- €90 to chair the evaluation/defense committee for master's degree student
- €1000/per candidate for mentoring PhD candidates⁸⁴

4.4.1.3 Teaching Quality

The last major survey of students on teaching quality was conducted by the Balkan Investigative Reporting Network (BIRN) in 2009.⁸⁵ Four years later, it is unclear whether the BIRN Report findings remain accurate, but anecdotally and according to data discussed below, it appears that some portion of UP academic staff do continue to neglect their professional responsibilities.

Two important pieces of data should be emphasized:

- *The BIRN Report found that most UP professors, were, in fact, fulfilling their professional obligations.* The BIRN study was based on a survey of 350 students. Student rankings varied significantly, depending on the question. For example, nearly 60% responded that professors rarely or never used interactive teaching methods; but only 18% said professors rarely or never come to class prepared (64% said that a large number or all professors were prepared for class), and 16% said relationships with professors were poor or very poor (26% said relationships were good or very good).⁸⁶

So even in 2009, many students were somewhat satisfied that their professors, while not using modern teaching methods, were fulfilling their basic responsibilities.

The BIRN Report emphasized: "It is worth mentioning that the research data showed that it would be wrong to put all professors in the same category, as a large number of UP professors apparently do their job properly and with commitment, in stark contrast to those who go about their work without the level of responsibility and professionalism befitting a university professor."⁸⁷

- *Students rank approximately 2/3 of current UP professors at a "good or excellent" level.*⁸⁸ UP student course evaluations ask students to answer eleven questions regarding teaching quality, and a detailed electronic report is created for each course and Faculty. The Technical Advisors chose at random three sets of AY2012-13 course evaluations (in three different academic programs) for review. Each set included evaluations for eight to nine courses. Overall, student evaluations of the courses were quite positive, with six to seven professors in each group receiving good or excellent scores. Each set included one to two professors who received a "3/average" score indicating problems with the course. These might be due to faculty using outdated teaching methods or being inexperienced.

Each set of evaluations reviewed also included one to two professors with scores between one and two (marginal to poor rating). Considering that in a set of eight - nine course evaluations, six – seven were in the good/excellent range and one to two were in the average range, a poor/marginal rating clearly indicates significant problems. When responses to individual questions were reviewed, it was clear that the low ratings for these

⁸⁴ Ibid. Staff also receive extra payments for teaching "overload" courses (beyond the 6 credits/per semester base pay), for serving on the University Senate, and many other activities too numerous to detail here'.

⁸⁵ BIRN Report, supra.

⁸⁶ Ibid at pp. 9-54.

⁸⁷ Ibid, p. 55.

⁸⁸ On AY12-13 student course evaluations, a score of 4 or above on a 5 point scale, 4 being "good" and 5 being "excellent."

courses were due to verbally abusive behavior inside or outside the classroom, failure to keep office hours, regularly attend or prepare for class, fairly assess student work - basically dereliction of the professor's responsibilities.

Review of the student course evaluations lead to several conclusions. Approximately 66-70% of UP professors are working hard to teach their students in a challenging environment. Between 10 and 20% are doing average work. Another 10-20% are not satisfying the responsibilities of their appointments. This is not to say there is not ample room for improvement of teaching quality, student assessment, and integration of interactive teaching methods among these 75-85% of UP faculty.

Poorly performing academic staff, however, is the exception and not the rule. That academic staffs who demonstrate a lack of commitment to the mission and values of the university can and should be identified and weeded out.

Surprisingly, UP administration and leadership did not appear to draw obvious conclusions from the evaluations or take action against academic staffs that are performing at an unacceptable level. There may be some *ad hoc* counseling of poorly-performing academic staff within the Faculties, but these decisions are totally up to Deans. UPOR staff reported that, while evaluations are reviewed, no formal action is taken until a professor receives "poor" ratings in consecutive semesters, even though these ratings are evidence of dereliction of duty.

4.4.1.4 Practical Work Experience Opportunities for Students

The 2009 BIRN report identified the lack of practical work experience opportunities for students as one of the top five academic challenges at UP.⁸⁹ In the intervening four years, some programs have established optional or mandatory internship programs, but UP has no general policy on practical work experience, and even Faculties requiring an internship for graduation do not award academic credit for the work.

4.4.2 Recommendations on Academic Staff and Teaching

4.4.2.1 Hire Additional Academic Staff

The new UP leadership was able to procure approval for 177 new academic staff positions beginning in AY2013-14, and has begun to fill those positions. This large increase in the teaching faculty will undoubtedly reduce overcrowding. The practice of Faculties requesting new academic staff positions should, however, be data-driven. Before leadership allocates new positions to Faculties, Deans should submit data supporting their needs, including number of current academic staff, number of students, and number of students enrolled in each course. As discussed in §4.2, UP should also explore reducing the size of its student body by raising admission criteria or encouraging attrition of under-performing students. The university may not need significant additional funding to hire Academic Staff if it reduces its student population.

4.4.2.2 Create and Enforce Teaching Quality Standards

Enforce Code of Ethics. UP's new Academic Staff Code of Ethics/Conduct defines unacceptable conduct in the area of teaching and students as "failure to meet the responsibilities of instruction, including...significant failure to...meet class, to keep office hours, or to hold examinations as scheduled...evaluation of student work by criteria not directly reflective of course performance (and) undue and unexcused delay in evaluating student work."⁹⁰ While

⁸⁹ Ibid, p. 55.

⁹⁰ UP Academic Staff Code of Ethics/Conduct, Article 8 (2013).

more specific evaluation standards should be developed (see below), the Code and Disciplinary Procedure in development should be enforced to weed out academic staffs that do not fulfill their professional responsibilities. The Disciplinary Procedure currently in development should provide for suspension and/or termination of employment for academic staff who receive course evaluation scores between one and two without extenuating circumstances.

Create performance standards for academic staff. A committee should be formed to create performance standards.⁹¹ These standards should be applicable to all academic staff, but individual Faculty should tailor them for application within specific disciplines (e.g., in the Natural Sciences, research studies may be required while in Philology, publications in learned journals). Performance criteria should include student course evaluations, peer observations and evaluations of teaching, progress toward research and/or publication records, integration of modern teaching methodologies and equipment, and service to the university or community, among others.

Regularly evaluate academic staff and take action. Yearly evaluation of academic staff should be conducted by Deans. Academic staff with course evaluation scores between three and four should be immediately counseled to correct instructional problems. Action should be taken consistent with the Code of Ethics/Conduct against professors whose teaching evaluations evidence neglect of duties. It should be emphasized that ensuring teaching quality within individual Faculties is a Decanal duty, and Deans should be evaluated by the Rector based on their oversight of academic staff under their supervision.

Academic staff should also be evaluated based on their assessment of student learning. It was widely reported to the Technical Advisors that some professors fail entire classes of student; even good students must take course exams several times before they pass. This is a serious problem. Best practices require that faculty members develop expected learning outcomes for their courses and then teach to the learning outcomes. If professor and students have done their jobs, students will be able to demonstrate by the end of the semester that they have achieved the professor's expected learning outcomes.

When an entire class (or even 50% of a class) fails the course, there are two possibilities: (1) the final exam or other assessment is not matched to the expected learning outcomes and does not appropriately assess student learning; or (2) students in the course did not attend class, read the required readings, complete interim assignments, or study for the final exam. In either case, the outcome is unacceptable from an academic quality perspective. If some academic staff at UP regularly fail a high percentage of their students, their Deans should be intervening to determine why there is a "disconnect" and how to repair it.

Revise Academic Staff contracts. The Higher Education Advisors provided UPOR staff with examples of faculty contracts that could be adapted for use at UP. Contracts should include specific language on instructional obligations.

Create incentives for superlative teaching performance. Each Faculty should create an award for Outstanding Professor, awarded each year, based on a vote of students enrolled in that Faculty.

⁹¹ In fact, UP needs an entire Human Resources Performance Management System. If the budget allows for retaining a consultant to develop such, it is strongly recommended that UP create specific job responsibilities, evaluation standards and an evaluation procedure for all staff, academic and non-academic.

Move course evaluations online. Unfortunately, the current system, entirely administered by the UPADO, cannot possibly reach all UP courses each semester; it takes approximately three years to complete the cycle of evaluating all courses. While impressively administered by the small staff of the Academic Development Office (UPADO), it is paper-based and only reaches approximately 30% of the courses held across the university each semester.

The Technical Advisors recommend that UP move to an online course evaluation system that would enable data to be captured from each course every semester. A Survey Monkey account accommodating all course evaluations will cost ~300€/year; enabling the university to collect significant student feedback on academic staff and their teaching. In most universities, student evaluation comprises a significant portion of professors' evaluation for promotion and tenure.⁹²

4.4.2.3 Prohibit Significant Outside Employment

The new Rector took a very positive step forward this year by asking all academic staff to complete a form listing full-time employment arrangements outside UP. Sixty professors revealed that they hold full-time positions at UP as well as full-time positions in a GOK ministry. Those professors have met with the Rector, and in September, they will be required to choose between the two positions. Kosovo law clearly prohibits one person drawing two salaries from GOK. Next steps should include:

Revise the UP Statute to prohibit part-time external employment without approval. In most universities, faculty must receive permission for any activity, paid or unpaid, that has the potential to interfere with their professorial responsibilities. This is an industry best practice. Until the Statute is revised, the new Code of Ethics/Conduct may be used to prohibit significant outside employment. It provides that academic staff may not violate "University policies governing...professional conduct...including but not limited to policies applying to...outside professional activities (or) conflicts of commitment."⁹³

Require academic staff to reveal all full- and part-time positions outside UP. While prohibiting full-time external employment with GOK is a good start, the UP Statute prohibits full-time external employment of any type. Academic staff should be required to report all external employment obligations. Those with full-time external positions should be required to choose between UP employment and external employment as is being required of those working in GOK. Until revision of the Statute, a process will need to be developed to determine whether professors' part-time employment obligations amount to a "conflict of commitment."⁹⁴

Some UP staff remarked that not all professors would be honest if required to report outside employment. The Rector's letter to academic staff should emphasize that failure to honestly respond to questions of this nature may be grounds for dismissal. If such staff exist at UP, they should be removed. There is no room for this type of dishonesty in an academic institution working to redeem its reputation for integrity.

Deans should be required to meet with their staff and submit a report to the Rectorate that includes recommendations on all professors' part-time employment arrangements, including

⁹² Some university administrators resist online course evaluations because they are administered outside the classroom and the "capture" rate is much lower than evaluations administered during class. While this is a legitimate criticism, UP has neither a system nor available staff to reach each classroom during a semester, so an online survey system is preferable at this point. While online surveys may only reach 50% rather than 100% of enrolled students, an online system at least gives evaluators solid data on all courses.

⁹³ UP Academic Staff Code of Ethics/Conduct (2013), Article 14.

⁹⁴ Ibid.

whether the outside employment substantially interfere with UP responsibilities and reasons for the finding. Generally, faculty is expected to be on campus four days per week, teaching researching and available for their students. This is also a best practice and one UP should implement. Following this review policy, the Statute should be amended to require that academic staff petition Deans or other authority for approval before part-time employment of any type may be accepted.

4.4.2.4 Conduct Salary Study and Reform Academic Staff Salary Structure

A full study of academic staff salaries (including bonuses, honoraria, etc.) should be conducted to determine exactly how much each member of the UP faculty makes. Then the salary structure should be reformed to accomplish two objectives: (1) provide a single salary with no “add-ons” for all faculty, dependent on level (e.g., assistant, associate); and (2) raise salaries overall. If professors are no longer paid for grading exams, that pool of money can be spread among all faculty. The remedy for professors who grade too many exams is to mix their teaching load, balancing large with relatively small courses. Professors who supervise masters or doctoral studies should be given a reduced teaching load (as should those engaged in significant research), but not paid extra money for each task. The current system gives academic staff incentive to overload their courses and to make a number of decisions, not because they are in the best interest of UP, but because they allow the professor to earn more income. If salaries are raised and standardized, the academic staff’s incentive to overload with money-making activities at the expense of instruction will be mitigated.

4.4.2.5 Offer More Teaching Methods Instruction

UP’s Centre for Teaching Excellence was created under a prior donor project. Nine academic staffs were trained to teach in the Centre but after donor funding ended, the Centre ceased functioning. UP’s new leadership has revived the Centre. In addition to inviting UP faculty to teach, the university may want to put out an announcement for professors internationally. Often those on sabbatical need a project and will come free of charge to the university. Even without expenses paid, they may teach for a few weeks and offer help on teaching methods.

4.4.2.6 Follow Statutory Provisions on Mandatory Retirement

The mandatory retirement age for academic staff is 65. This regulation should be enforced consistently across Faculties to make room for younger staff entering the teaching profession. Retired academic staff should not be allowed to teach more than one course as part-time faculty after retirement. UP may, however, wish to create a special part-time employment category for retired faculty to mentor new faculty, advise PhD candidates, and the like.

4.4.2.7 Create Internship/Externship Program for Academic Credit

UP should create a for-credit internship/externship program to provide students with practical work experience. In externship programs, students normally receive one academic credit for each five hours of work they perform each week. So a student with a 15-hour/week externship earns three academic credits.

There have been repeated calls for more practical work experience opportunities, and for-credit programs produce revenue (students pay tuition for the work experience), enhance external outreach, and reduce class overcrowding. There are many excellent models for externship programs and an entire pedagogy developed around reflection on the work experience. Although developed for law students, the American University College of Law Externship Program is ranked as one of the best in the U.S. (<http://www.wcl.american.edu/externship/>). It could be a model for UP in creating its program, and internships/externships may also strengthen the UP’s ability to create and sustain public-private partnerships

4.5 Facilities, Infrastructure, and Equipment

4.5.1 Findings on Facilities, Infrastructure, and Equipment

4.5.1.1 Physical Plant/Facilities

While a new Faculty of Education building opened last year,⁹⁵ much of the physical plant on the UP campus is in poor condition. Some buildings have been at least partially renovated, but some do not appear to have had any improvements for at least 20 years. In the past, decisions about renovations and building improvements were made by UPOR on the basis of requests submitted each year by the Faculty Deans.

Some progress has been made in recent years. A student dormitory was built and another reconstructed. There has been a continuous investment in IT and some investment in laboratories, although the lab refurbishment work was primarily funded by donors. A facilities construction plan has been developed by the new UP administration, and it rightly creates a prioritization system for rebuilding and rehabilitating campus facilities over new buildings.

4.5.1.2 Building and Grounds Maintenance

Multiple stakeholders complained about building maintenance, particularly cleanliness and supplies in restrooms in nearly all areas of the campus. Building maintenance is contracted to an external company, and the Vice Deans in each Faculty are responsible for ensuring that the building is properly maintained.

Over 100 new trees were planted this year on Earth Day and some flowers have been planted, but most of the UP grounds are unsightly. There is no grass and the weeds are mowed only occasionally; trash lines the sidewalks. UP does employ grounds maintenance staff, but the campus is too large for them to keep up with, and the staff is also assigned other duties.

4.5.1.3 Room Scheduling

Numerous academic staff interviewed commented that Faculties view their buildings (including laboratory facilities) as belonging to them. There was some dispute about this fact, with UPOR saying they have encouraged Deans to share facilities. But it is worth exploring whether facilities are being efficiently used. One interesting fact is that most courses are scheduled in the mornings because professors prefer not to teach in the afternoons (reportedly for many, so that they can go to a second job). If courses are scheduled evenly across the day, from morning until evening, the newer and better-equipped buildings can be used more often.

4.5.2 Recommendations on Facilities, Infrastructure, and Equipment

4.5.2.1 Create Position for Director of Facilities and Campus Maintenance

Creating a position and hiring a Director of Facilities and Campus Maintenance would provide a low-cost solution to ongoing building maintenance and grounds issues. Vice Deans are not facilities professionals, and have too many other responsibilities to focus effectively on this issue. Public perception, however, is important. If the buildings are cleaner, restrooms stocked with supplies, and sidewalks lined with trash cans, the symbolism will be clear. UP is changing. The new Director of Facilities and Campus Maintenance should also investigate the current maintenance contract. It appears that there are problems with execution of the current

⁹⁵ MEST moved to a new location, and the building was turned over to UP.

maintenance contract, but everyone in leadership is pulled in too many directions to deal with it in the face of other urgent priorities.

4.5.2.2 Create Centralized Room Reservation System

A more efficient central room reservation system should be established. An electronic system operated by a central office could easily locate vacant classrooms, evenly schedule courses in the most updated buildings, and ensure that laboratory space was being fairly distributed.

4.5.2.3 Create Public-Private Partnerships to Improve Facilities

Shortly before the project's end, the Rector's Senior Advisor began meeting with private businesses to discuss business-sponsored improvements to the campus facilities. Initial response was quite positive, and these partnerships should be pursued aggressively. In other parts of the world, the private sector is heavily involved in higher education funding because the investments make good business sense (advertising and promotion; new customers) and because it demonstrates good citizenship. UP has just begun on the path toward developing strong public-private partnerships, but the fact that UPOR understands the benefits and is pursuing these relationships is quite encouraging.

4.5.2.4 Communications Strategy & Public Relations Campaigns

Communications Strategy and Public Relations Campaigns were identified in the MMBT assessment process as one of the top five challenges facing UP. The Technical Advisors' Outreach and Media Plans, submitted to USAID and reviewed with UPOR provide detailed recommendations for improving performance in these areas.

4.6 Gender Analysis

The Technical Advisors examined all issues through a gender lens, advised UP leadership on hiring more women faculty members and promoting women to leadership positions, and ensured gender representation and balance in all project work groups.

Women outnumber men among the UP student body. In AY12-13, of a total of 54,066 students, 28,753, or 53% were women. Women outnumber men by 54% to 46% in bachelors programs, but the balance shifts as students reach higher levels of education. Women comprised 18% of those seeking Masters degrees at UP, and 37% of those seeking a PhD or other terminal degree.⁹⁶ One of the seven senior staff in UPOR is a woman, the Vice Rector for International Affairs, and many women are employed in professional positions in UPOR. However, men still significantly outnumber women in UP Faculties, and the difference is quite prominent in traditionally male fields. The latest data available from GOK is from AY10-11. At that time, of 1,023 academic staff at UP, 292 (or 29%) were female. The only Faculty with a nearly even split of male and female professors was the Faculty of Philology (30 women; 37 men). In all other Faculties the number of male professors was two to three times the number of female professors. In Electrical and Computer Engineering, eight of 32 (25%) academic staff were women; in Agriculture, seven of 41 (17%) academic staff, in Mechanical Engineering, three of 43 (7%), in Law, 12 of 58 (21%), and in Natural and Mathematical Sciences, 18 of 93 (19%).⁹⁷

⁹⁶ Data from UP Central Administration. In AY 2012-2013, total enrollment in Bachelors programs was 47,639, with 25,694 women. Total enrollment in Masters programs was 6,267, with 2,999 women. Total enrollment in PhD/Doctorate programs was 160, with 60 women.

⁹⁷ Kosovo Agency of Statistics, Office of the Prime Minister, AY2010-2011.

While the Technical Advisors did not observe overt discrimination against women in the hiring and appointments process, neither did they observe a consciousness about the need to promote more women into positions of leadership or to increase the number of female academic staff. Appointed by the University Senate, none of the sixteen Deans is a woman. In 2007, a Gender Equality Office (GEO) was founded. The Office reports to the Vice Rector for International Relations and is housed in the Faculty of Law. The mission of GEO is to “mainstream gender equality and prevent gender discrimination at the university; undertake research projects in order to generate knowledge about gender-related issues; increase awareness relating to gender equality issues within academic and non-academic circles; and contribute to dissemination of information on gender issues through co-operation and networking at the local, regional and international level.”⁹⁸

This office does not provide UP programming on gender issues. A system for reporting sexual harassment and counseling victims should be in the mandate of the new Dean of Students Office. While it is understandable that GEO prefers to focus on policy, the UP community offers a laboratory for applied research that would inform creation of future gender policy. The Technical Advisors recommend:

1. That GEO be charged to work with UP leadership to develop policies on gender equity and gender mainstreaming at UP. Outreach should be as broad as possible, including ultimately to the University Board, Senate, administrative and academic staff and students.
2. That GEO be charged to track UP gender statistics (academic staff, leadership positions, students by discipline) and create an action plan to address the need for more women professors, female students in particular fields and in graduate programs, and women in leadership.

4.7 Miscellaneous

While not among the top five most critical issues identified by UP stakeholders, the Technical Advisors observed other areas in which changes could spur other improvements. Observations and recommendations on these issues may be found in [Appendix 7.20](#).

5. Action Plan

Step 5 in the HICD process is to Develop the Performance Solutions Package (RFTOP C.1.4.4).

5.1 Performance Solutions Package (C.1.4.4)

HICD is a holistic process. Chances of improving institutional strengths and closing performance gaps are greatest when all fundamental root causes affecting performance are addressed. The UP should solicit expertise from the Faculties and engage the administrative staff (including the PAT) to fortify those aspects that are presently performing and remedy

⁹⁸ See Serhati, Jehona. Millennium Development Goals (MDGs) and Their Relevance to Higher Education in Kosovo, <http://www.guninetwork.org/resources/he-articles/millennium-development-goals-mdgs-and-their-relevance-to-higher-education-in-kosovo#sthash.rukGyJKD.dpuf>

issues adversely affecting institutional performance in a comprehensive, cost-effective, and sustainable manner.

Not all performance solutions are costly – in fact many of the recommendations made have strongly considered the impaired operating capital that the UPOR has at its disposal. It was said many times by many people that the UP could radically improve performance simply by making simple adjustments to its own processes and policies, and/or by becoming compliant with processes and policies presently in existence. If the UP is truly committed to the HICD process, it will be eager to make its own resources available to improve performance in areas of greatest concern independent of donor funded technical assistance.

The performance assessment has established clear alignment between the performance gaps, the UP's Mission/Vision and strategic objectives, and the Intermediate Indicators and Assistance Objectives of USAID/Kosovo. Although the UPOR is not anticipating any further technical assistance, by taking ownership of the implementation of these performance solutions and funding their own reform agenda, the UPOR may later seek donor organizations or partners that are receptive to providing further technical assistance or partnership arrangements.

5.2 Action Plan

The Action Plan in this section provides a roadmap for implementation of the agreed-upon Performance Solutions. The Performance Solutions address root causes of systematic challenges, and when fully implemented will resolve these issues, allowing UP to advance its focus to “second generation” issues.⁹⁹ The Action Plan includes detailed implementation timelines, responsible parties, and estimated costs/budget as well as Key Performance Indicators for measuring progress.

At USAID's request, the Action Plan extends through Academic Year 2016. The Technical Advisors strongly recommend, however, that UPOR review the Action Plan at the eighteen-month mark (middle of AY2014) to evaluate progress to date and make appropriate adjustments for changing circumstances. It should also be noted that UPOR staff (Rector and Vice-Rectors) serve for four-year terms. The incumbent UPOR team's tenure expires at the conclusion of AY2015, three years from the date of beginning implementation of the proposed PSP Action Plan. Timelines stretching into AY2016 should take into consideration the possibility of leadership changes at the start of AY2016.¹⁰⁰

⁹⁹ “Second generation” issues include curricular reform that ensures UP graduates have the skills and knowledge to perform in the Kosovo workforce and expansion of entrepreneurial activities including UP's research program to significantly increase revenue.

¹⁰⁰ Unless the current Rector is reappointed to a second term, the new leadership team would transition in effective October 1, 2016.

5.3 Action Plan

Performance Solutions Package Action Plan: Revenue Generation & Financial Viability

Performance Area/Issue	Recommended Performance Solution	Primary Responsibility	Timing	Budget	Key Performance Indicator(s)
Need for Revenue Development Advice	Form Rector's Fundraising and Development Advisory Committee	Rectorate	Oct 2013	\$0	<ul style="list-style-type: none"> N/A¹⁰¹
	Committee creates fundraising and development plan	Rectorate and Committee	AY2013	\$0	<ul style="list-style-type: none"> Target 20% year-on-year funding increases until OECD minimum is achieved
	Implement fundraising and development plans	Rectorate	AY2014-AY2016	\$0	<ul style="list-style-type: none"> Target 25% of operating capital to come from PPP
Insufficient GOK funding	Work with MEST to develop required higher education funding formula	Rectorate and Committee	Fall Semester 2013	\$0	<ul style="list-style-type: none"> Develop formula designed to achieve operating capital of 1200€ per student by AY2015 and OECD minimum of 4000€ per student by AY2016
	<ul style="list-style-type: none"> MEST approves higher education funding formula Committee works with Rectorate to determine highest priority funding needs 	Rectorate, Committee, MEST	Spring Semester 2014	\$0	
	<ul style="list-style-type: none"> Implement higher education funding formula and fund highest priority needs with additional GOK funding 	MEST, Rectorate	AY2014	\$0	<ul style="list-style-type: none"> Depends on funding priorities (e.g., if faculty
	Plan for future spending priorities as	Rectorate,	AY2014	\$0	

¹⁰¹ It is recommended to include members of private sector financial institutions, MOF, Central Bank, etc.

Performance Area/Issue	Recommended Performance Solution	Primary Responsibility	Timing	Budget	Key Performance Indicator(s)
	GOK funding increases	Committee			salary increases chosen, targeted percentage of faculty receiving raises during each AY)
	Continue to fund high priority needs with additional GOK funding	Rectorate	AY2016	\$0	
Lack of Revenue-Generating Research	Implement UP Strategy on Scientific/Artistic Research Development Activities	Rectorate and Deans	AY2013-AY2016	221,150€ (AY2013-14) 464,000€ (AY2014-15) 596,200 (AY2015-16) ¹⁰²	<ul style="list-style-type: none"> Generate €1M by October 2015 Generate €5M by October 2017
	Create financial incentives for Faculties to become involved in research	Rectorate and Deans	AY2013-AY2016	\$0	<ul style="list-style-type: none"> Allocate 10% of awarded research grants to lead researcher
Inadequate Tuition Support	Form committee to study tuition and student fees: <ul style="list-style-type: none"> Increasing tuition Charging tuition for summer school. Instituting admission application fee; Instituting laboratory materials fee Instituting a graduation fee of Imposing fees/fines for students retaking exams 	Rectorate with Committee ¹⁰³	AY2013	\$0	<ul style="list-style-type: none"> Target 100€ per student in Summer University 30€ fee for exam retake; 50€ for second retake; 150€ for subsequent attempts up to 5; no retakes and automatic failure after 5 (or as determined by policy)
	Raise tuition; impose new fees	Rectorate	AY2015	\$0	Impose the following fees: <ul style="list-style-type: none"> Application Examination retakes

¹⁰² Per Strategy, p. 41.

¹⁰³ Tuition study should include students.

Performance Area/Issue	Recommended Performance Solution	Primary Responsibility	Timing	Budget	Key Performance Indicator(s)
					<ul style="list-style-type: none"> Laboratory Health/Medical
Lack of Revenue-Generating Activities	Expand Life Long Learning Programs - Request approval for and hire 3 staff to run LLL programs	Rectorate	AY2013	\$7800/6000€ (Director Salary) \$5200/4000€ each (Administrative Staff Salaries)	<ul style="list-style-type: none"> Target 500€ avg. per student enrolled
	Develop revenue-creating tuition structure	LLL Director/ Rectorate	AY2014	\$0	<ul style="list-style-type: none"> Target 15-20% UP operating capital coming from student tuition revenue (incl. LLL and other fees)
	Create incentives for Faculty and Academic Staff participation ¹⁰⁴	LLL Director/ Rectorate	AY2014	\$0	<ul style="list-style-type: none"> Budget 250€ for each publication to journals with an Impact Factor of 3 or better
	Conduct market study to determine LLL needs	LLL Director/Staff	AY2015	\$0	<ul style="list-style-type: none"> Target other revenue sources for market analysis (e.g., private sector grants, Ministry of Labor & Social Welfare) Target 250.000€ to conduct study and publish findings
	Develop business training partnerships	LLL Director/Staff	AY2016		<ul style="list-style-type: none"> Create partnerships with 5 private sector entities

¹⁰⁴ Set realistic annual revenue generation targets in all academic staff job descriptions and factor achievement into promotion and/or merit increase decisions in Performance Management (e.g., 500€ for Assistant Professor; 1000€ for Associate Professor). Revenue can come from any source so long as targets are met.

Performance Area/Issue	Recommended Performance Solution	Primary Responsibility	Timing	Budget	Key Performance Indicator(s)
				\$0	by October 2015 <ul style="list-style-type: none"> Begin running courses for business training via LLL
Need for Outreach/ UP Community Engagement	Crowdsourcing activity for revenue-generation suggestions	LLL Director/UP IT	Spring Semester 2014	\$0	<ul style="list-style-type: none"> Obtain at least 5 new ideas
	Implement revenue-generation suggestions from crowdsourcing	Rectorate	AY2014	\$0	<ul style="list-style-type: none"> Implement at least 3 feasible ideas within 12 months

Performance Solutions Package: Student Admissions, Retention & Services

Performance Area/Issue	Recommended Performance Solution	Primary Responsibility	Timing	Budget	Key Performance Indicator(s)
Overcrowding/ Over-enrollment	Limit student enrollment to UP's true capacity	MEST/Rectorate/ Central Administration	AY2013- AY2014	\$0	<ul style="list-style-type: none"> Actual total enrollment within 5% of that planned by the Faculties by AY2015 Cap student enrollment at 55,000 until new facilities are built to accommodate increased enrollment
	Raise admission standards	Rectorate/Deans/ Faculty Leadership/Central Administration	AY2013- AY2014	\$0	<ul style="list-style-type: none"> Formula-driven admissibility (e.g., 40% standardized test¹⁰⁵/60% high school performance)
	Move to "one call" for applications; adjust Faculty sizes based on past enrollment data	Rectorate/Deans/ Faculty Leadership/Central Administration	AY2013 (for admission in AY2014)	\$0	<ul style="list-style-type: none"> 80% target for enrollment at beginning of AY; up to 20% allowance for Spring semester 0% of student admissions outside of defined enrollment periods (e.g., July 15th – September 1st) 100% compliance to course registration guidelines (e.g., no student may begin a course more than 10 calendar days into the course)

¹⁰⁵ Consider revising or replacing Matura standardized test.

Performance Area/Issue	Recommended Performance Solution	Primary Responsibility	Timing	Budget	Key Performance Indicator(s)
Inconsistent Application of Admissions Criteria	Create centralized UP Admissions Office	Rectorate/Deans/ Faculty Leadership/Central Administration	AY2014-AY2016	\$0 ¹⁰⁶	<ul style="list-style-type: none"> Compliance to the org. structures of admissions offices in leading institutions Phase in 5 Faculties per academic year to centralized admission system until all UP admissions processes centralized
	Enforce regulations against interference in admissions process	Rectorate/Deans/Faculty Leadership	AY2013-AY2016	\$0	<ul style="list-style-type: none"> 100% merit-based admissions by Oct. 2015¹⁰⁷
Lack of Student Services	Create Dean of Students Office Seek GOK approval for and hire Dean of Students ¹⁰⁸	Rectorate	Spring Semester, 2014	\$7800/6000€ (salary)	<ul style="list-style-type: none"> Compliance to the org. structures of Dean of Students offices in leading institutions
	Seek GOK approval for and hire Directors of Career Services, Academic Support, and Academic Advising	Rectorate/Dean of Students	AY2014	\$23,400 18,000€ (salary)	<ul style="list-style-type: none"> Compliance to the org. structures of applicable offices in leading institutions
	<ul style="list-style-type: none"> Create student academic support/retention program Track retention data Award academic excellence Develop and implement academic suspension/expulsion policies Implement new policies limiting exams “retakes” 	<p>Director of Academic Support/Dean of Students</p> <p>Director of Academic Support/Dean of Students/Rectorate/Faculties</p>	AY2015-AY2016	\$0	<ul style="list-style-type: none"> Maintain rate of 65% or better of matriculating students from one AY to the next Automatically expel any student who has not completed a course within 12 months; expelled students must reapply to the university (including collection of application fee) 30€ fee for exam retake; 50€

¹⁰⁶ Each Faculty includes administrative staff members who manage the admissions process. Current staff could be transferred to the new centralized Admissions Office without adding new staff positions.

¹⁰⁷ As determined by internal audit of admissions to ensure no presence favoritism or nepotism

¹⁰⁸ If no approval, then update position description of Vice Rector of Academic Affairs to reflect Dean of Students characteristics and KPIs

Performance Area/Issue	Recommended Performance Solution	Primary Responsibility	Timing	Budget	Key Performance Indicator(s)
					for second retake; 150€ for subsequent attempts up to 5; no retakes and automatic failure after 5 (or as determined by policy)
	<ul style="list-style-type: none"> • Conduct workforce study • Create academic advising program tied to workforce needs • Expand student career services in line with workforce needs • Consider creating central registry of externship positions 	Director of Academic Advising/Director of Career Services	AY2014-AY2016	\$0	<ul style="list-style-type: none"> • Student placement in the job market that exceeds employment figures (e.g., if unemployment of college graduates is 20%, then placement rates greater than 80% following support from Career Services)
	•				•

Performance Solutions Package Table: Research

Performance Area/Issue	Recommended Performance Solution	Primary Responsibility	Timing	Budget	Key Performance Indicator(s)
Need to Expand Research Activities	Implement Strategy on Scientific/Artistic Research	Vice Rector for Research/Rectorate	AY2013-AY2016	See Strategy, Appendix 7.19	See Strategy, Appendix 7.19
	Create Incentives and Responsibilities for Research <ul style="list-style-type: none"> • Develop formula for financial incentives • Redraft Academic Staff contracts to include specific responsibility for research and publication • Award best research efforts among Faculties and Academic Staff 	Rectorate/Deans/Academic Staff	AY2013-AY2015	\$0	<ul style="list-style-type: none"> • Allocate 10% of awarded research grants to lead researcher • Budget 250€ for each publication to jour publication to journals with an Impact Factor of 3 or better
Lack of Research Facilities/Laboratories	Create centralized classroom and laboratory reservation system	Vice Rector for Quality Assurance/Central Administration	Fall Semester2 013	\$0	<ul style="list-style-type: none"> • Procure system or design proprietary system based on best practices/top features
	Use centralized scheduling system to share lab space		Spring Semester2 014	\$0	<ul style="list-style-type: none"> • 50% of all Faculties on the central system by Spring; 100% of Faculties by AY2014
	Schedule more afternoon/evening classes to maximize use of existing lab space		Spring Semester 2014	\$0	<ul style="list-style-type: none"> • No more 20% of classes scheduled during the same hour • 40% of classes between 8AM-12PM; 30% of classes between 12PM-4PM; 30% of classes between 4PM-8 PM
	Continue to plan for new lab space in accord with UP Facilities Master Plan	Vice Rector for Research/ UP Secretary General	AY2013-2016	As budgeted in UP Facilities	<ul style="list-style-type: none"> • 30% of all lab space (m²) is new within 36 months of Oct. 2017

Performance Area/Issue	Recommended Performance Solution	Primary Responsibility	Timing	Budget	Key Performance Indicator(s)
				Master Plan	
Lab Materials and Supplies Shortage	Impose lab fee for students in courses with lab sections	Rectorate	AY2014	\$0	<ul style="list-style-type: none"> Collect 10€ per student per class Generate 100.000€ in new revenue from lab fees by Spring 2015 Allocate 75% of collected revenue for lab facilities maintenance and lab supplies
Academic Staff Lack of Research Skills	Schedule research skills courses in Center for Teaching Excellence with current UP Researchers as Faculty	MEST/Vice Rector for Research/Vice Rector for International Relations	Spring Semester, 2014	\$0	<ul style="list-style-type: none"> Minimum of 20 hours of annual continued education in Research for anyone in research capacity Evaluate impact of learning at Level III (Kirkpatrick)
	Develop research skills training called for in MEST Education Strategic Plan	MEST	AY2014-AY2016	\$0 if UP Academic Staff teaches or MEST funds	<ul style="list-style-type: none"> 100% of all courses accredited by KAA 1 course by Spring 2014; 3 courses by AY2015; 6 courses by AY2016

Performance Solutions Package: Academic Staff/Teaching

Performance Area/Issue	Recommended Performance Solution	Primary Responsibility	Timing	Budget	Key Performance Indicator(s)
Inadequate number of academic staff	Study student enrollment in each Faculty, including student:faculty ratio	Deans/Rectorate/Vice Rector for Teaching	AY2013	\$0	<ul style="list-style-type: none"> Percentage of Faculties reporting student:faculty ratio – target 100% by end of AY2013-14 Progressive reduction in student:faculty ratio Number of professors over mandatory retirement age – reduce by 50% by beginning of AY2014-2015 Number of new academic staff
	Determine hiring needs in Faculties according to enrollment	Deans/Rectorate/Vice Rector for Teaching	AY2013	\$0	
	Consider reducing size of student body, particularly via abolishing second “call” for applications in undersubscribed Faculties	Deans/Rectorate/Vice Rector for Teaching	AY2013 (for admission in AY2014)	\$0	
	Enforce mandatory retirement regulations/Hire new faculty as dictated by needs	Deans/Rectorate/Vice Rector for Teaching	AY2014	\$0 ¹⁰⁹	
Outside employment/ low salaries	Conduct salary study, determining total income of all academic staff, including bonuses/honoraria/add-ons	Deans/Rectorate/Vice Rector for Teaching	AY2013	\$0	<ul style="list-style-type: none"> Baseline survey of academic staff satisfaction with salaries Subsequent studies at one year intervals on staff satisfaction with salaries Student course evaluations, particularly on questions of professor class attendance, office hours, availability to students – target 0% of scores between 1 and 2 by AY2014-15 Number of ethics complaints
	Create new salary structure with single unified salary by level (asst., assoc., full professor)	Deans/Rectorate/Vice Rector for Teaching	AY2014	\$0	
	Implement new salary structure	University-wide	AY2015	\$0 ¹¹⁰	
	Review academic staff with full-time external appointments	Deans/Rectorate/Vice Rector for Teaching	Fall Semester 2013	\$0	
	Review academic staff part-time external appointments	Deans/Rectorate/Vice Rector for Teaching	Spring Semester 2014	\$0	
	Revise Statute of University of Prishtina to prohibit external part-	Rectorate/University Senate/University Board	Spring Semester	\$0	

¹⁰⁹ Add new academic staff as attrition allows.

¹¹⁰ In first year, salaries will be raised at percentage to equal current salaries with add-ons. Continue to request increases from MEST/MOF.

Performance Area/Issue	Recommended Performance Solution	Primary Responsibility	Timing	Budget	Key Performance Indicator(s)
	time employment without Decanal approval		2014		filed against academic staff
	Implement system requiring petition/approval for all external employment or appointments	Deans/Rectorate/Vice Rector for Teaching	AY2014-AY2016	\$0	
Teaching quality	Publicize and enforce new Academic Staff Code of Ethics/Conduct to improve teaching quality	Deans/Rectorate/Vice Rector for Teaching	AY2013-AY2016	\$0	<ul style="list-style-type: none"> Improved course evaluations, including on questions regarding assessment of student learning – target 0% of scores between 1 and 2 by AY2014-15 Reduced number of failing grades Increased number of publications in international, peer-reviewed journals Percentage of Deans reporting 100% of academic staff evaluated Number of new contracts signed Number of teaching methodology courses offered – target 3 in first year Number of academic staff attending trainings – target 10% growth in attendance from beginning to end of 1st
	Create new academic staff evaluation standards and process, including performance standards. Performance evaluation should be based on: <ul style="list-style-type: none"> Student course evaluations Assessment of student learning Integration of modern technology and interactive teaching methods Publications in international peer-reviewed journals, considering Impact Factor University and/or community service 	Deans/Faculty Councils/Rectorate/Vice Rector for Research	AY2013-AY2014	\$0	
	First cycle of annual academic staff evaluations based on new performance management system	Deans/Rectorate	AY2015	\$0	
	Revise academic staff contracts to include specific teaching responsibilities	Rectorate/Vice Rector for Teaching	AY2014	\$0	
	Create teaching awards	Deans/Rectorate/Vice Rector for Teaching	AY2014	\$0	
	Move student course evaluations to online system	Rectorate/Vice Rector for Quality	AY2014	300€/year	

Performance Area/Issue	Recommended Performance Solution	Primary Responsibility	Timing	Budget	Key Performance Indicator(s)
		Assurance/Academic Development Office		¹¹¹	year
	Expand teaching methodology and teaching technology instruction via Centre for Teaching Excellence	Rectorate/Vice Rector for International Relations	AY2014-AY2016	\$0 ¹¹²	
Lack of practical work experience opportunities for students	Create for-credit internship/Externship program	Faculties/Career Services Office/Rectorate	AY2015-AY2016	\$0 ¹¹³	<ul style="list-style-type: none"> Number of students enrolling in for-credit internship/externship programs – target 20 students per Faculty in 1st semester Number of partnerships with external organizations offering externship placements – target growing placements by 10% per semester

¹¹¹ Survey Monkey annual subscription.

¹¹² No cost if UP professors provide instruction.

¹¹³ Net gain due to increased tuition, smaller class size

Performance Solutions Package: Facilities, Infrastructure & Equipment

Performance Area/Issue	Recommended Performance Solution	Primary Responsibility	Timing	Budget	Key Performance Indicator(s)
Physical facilities/grounds maintenance	Hire Director of Facilities and Campus Maintenance	Rectorate/Vice Rector for Finance & Administration	Spring 2014 Semester	\$7800/6000€ (Salary)	<ul style="list-style-type: none"> Baseline survey of staff on facilities/maintenance (administered by PAT) Survey six months after hiring indicates 20% improvement in perceived cleanliness, supplies, overall appearance Survey one year later indicates total of 50% improvement in perception
	Create public-private partnership for facilities/grounds improvements	Rectorate	AY2013-AY2014	\$0	<ul style="list-style-type: none"> Number of new agreements per AY, setting goal of 3 per year
	Implement existing Facilities Master Plan	Rectorate/General Secretary/Vice Rector for Finance & Administration	AY2013-AY2016	As provided in Facilities Master Plan	<ul style="list-style-type: none"> Markers achieved as set by plan
Inefficient use of new classroom space and labs	Create centralized room reservation system	Rectorate/Vice Rector for Quality Assurance	Spring 2014 Semester	\$0	<ul style="list-style-type: none"> System created in Fall, 2013 semester Automate Philology and Education Building Reservation system and new labs by spring, 2014 semester Add 4 buildings per semester to 100%
	Automate student records at accelerated	Rectorate/IT			<ul style="list-style-type: none"> 3rd year student records

Performance Area/Issue	Recommended Performance Solution	Primary Responsibility	Timing	Budget	Key Performance Indicator(s)
Lack of automated systems for student records	pace	Department	AY2015	\$0 ¹¹⁴	automated by end of Spring, 2014 semester <ul style="list-style-type: none"> Graduate students records automated by end of Fall, 2015 semester

¹¹⁴ Unless IT Department requests part-time student assistance. SEMS system exists, 1st and 2nd year student records are automated. System can accommodate additional records.

Performance Solutions Package: Outreach/Internal Communications

AY2013 Campaign Timetable¹¹⁵

Campaign Phase	Activity	Description	Primary Responsibility	Frequency & Timeline
	Public Release of Baseline Survey Results	Making this data publicly available along with a performance improvement plan and actionable steps that will be taken to improve quality, frequency, relevancy, and the number of channels of communications will signal increased transparency and an earnest effort to transform student feedback into meaningful improvements for the University	UP Leadership	July 2013
Preparation	Hire Social Media & Communications Specialist	Additional communications personnel are needed to support the transformation initiative and the UP's engagement strategy	UP Leadership	Jul-Aug 2013
	Update UP Website	A new interactive UP website will be developed to meet the needs and priorities of the university	UP Comms Team	Aug-Oct 2013
	Baseline Evaluation	Baseline evaluations will be conducted to assess internal stakeholder perception, awareness, and opinion of UP prior to the beginning of the outreach campaign (student baseline communications survey already completed; applicable to academic and non-academic staff)	UP Performance Assessment Team	Sept 2013
Campaign Launch	Website Launch	UP will launch its new website in time for the beginning of the new academic year	UP Comms Team	Oct 2013
	Press Conference & Slogan Launch	UP will sponsor a press conference and public event on campus to kick off the academic year. UP will use this opportunity to describe the transformation initiative and to introduce the key messages and slogans that will be used during the campaign	UP Comms Team UP Leadership	Oct 2013
	Enlist Student Interns	Volunteer student interns will be recruited to support the UP Communications Team and Social Media Specialist in reporting on key activities and developments in the academic faculties and in producing content for the UP webpage	Social Media Specialist	Oct 2013

¹¹⁵ This portion of the PSP Action Plan is taken from the UP Outreach/Internal Communications Plan submitted under separate cover to USAID. The format, therefore, is somewhat different from the remainder of the PSP Action Plan, and the timeframe for the Outreach Campaign is one academic year.

Ongoing Outreach & Admin.	Social Media Management	Ongoing management of UP's presence on social media channels is a large task that will include engaging in dialogue with the UP community and responding to inquiries	Social Media Specialist	Year-round Daily
	Transformation Initiative Blog	A column or blog on the UP website dedicated to the transformation initiative will feature at minimum one post per week on the progress and achievements of the initiative during the calendar year	Social Media Specialist	Year-round Weekly
	Office of the Rector Website Updates	A webpage on the UP website dedicated to the activities of the Office of the Rector will be maintained and will include activities and personal updates from UP leadership	PR Specialist	Year-round Weekly
	Maintain UP Website	N/A	IT Staff	Year-round
Campaign Activities	Promotional Video Crowdsourcing Activity	UP will launch a crowd sourced activity to solicit submissions from the UP community for short and informal promotional videos about UP and the transformation initiative.	UP Comms Team	Jan-Feb 2014
	"We are UP" Student Profile campaign	A brief campaign focused on building university pride by highlighting UP's rich heritage and hardworking alumni and students will feature online profiles of notable and average UP students – past and present. If successful, this campaign could serve as the precursor to a second larger campaign during the following academic year.	UP Comms Team	Apr-May 2014
Evaluation	Re-administer baseline communications survey	Survey should be repeated with same populations twice in the first year and annually thereafter to measure progress and analyze impact of outreach campaign activities	UP Performance Assessment Team	January and June, 2014
	Post-Campaign Analysis	UP Leadership should analyze results of re-administered surveys and make appropriate adjustments to outreach strategy	UP Leadership	Jun-Jul 2014

Performance Solutions Package: Media/External Communications

AY2013 Campaign Timetable¹¹⁶

Campaign Phase	Activity	Description	Primary Responsibility	Frequency & Timeline
Preparation	Hire Social Media & Communications Specialist	Additional communications personnel are needed to support the initiative <i>Note: Also included in Outreach Plan</i>	UP Leadership	July-Aug 2013
	Baseline Studies - Informational	Conduct baseline measurements for: <ul style="list-style-type: none"> • Current volume of publicity pertaining to high labor market demand programs • Current volume of publicity relating to high quality academic staff, students, non-academic staff • Current volume of publicity pertaining to on-campus events of national/international significance • Current volume of correspondence with leaders at MOU and peer institutions 	UP PAT/UP Communications Team	Aug-Sept 2013
	Baseline Studies - Attitudinal	Conduct baseline measurements and surveys for: <ul style="list-style-type: none"> • Percentage of positive media coverage relating to academic quality • Student satisfaction • Institutional reputation 	UP PAT/UP Communications Team	Aug-Sept 2013
	Baseline Studies - Behavioral	Measure baseline for: <ul style="list-style-type: none"> • Current student retention percentage • Number of public-private partnerships • Gross private sector investment • Number of requests from international faculty • Gross alumni donations • Gross donor funding 	UP PAT/UP Communications Team	Aug-Sept 2013

¹¹⁶ As with the Outreach Plan, the Media/External Communications Plan was submitted under separate cover to USAID. The format, therefore, is somewhat different from the remainder of the PSP Action Plan, and the timeframe for the Outreach Campaign is one academic year.

	Percentage of Traditional v. Social Media Communications	With target of repositioning to 75% social media/25% traditional, measure current ratio	UP PAT/UP Communications Team	Aug-Sept 2013
Campaign Launch	Press Conference	<p>UP will sponsor a press conference and public event on campus to kick off the academic year.</p> <ul style="list-style-type: none"> UP will use this opportunity to describe the transformation initiative and to introduce the key messages and slogans UP will also announce creation of email accounts for UP students, a significant improvement to enhance internal communication capability with all segments of UP community Publicize via website, social media <p><i>Student emails are already being publicized via UP website. Staff should determine whether it should be announced again at the beginning of the Winter 2013 term (Oct) or whether focus should be on achievements in Rector's first year and plans for second year.</i></p> <p>Note: Also included in Outreach Plan</p>	UP Communications Team and Leadership	Oct 2013
	Announce completion of website redesign	<ul style="list-style-type: none"> Complete redesign of website Publicize new website via social media <p>Note: Also included in Outreach Plan</p>	UP Communications Team	Oct 2013
Campaign Activities	Place ads on online news portals	<ul style="list-style-type: none"> Inexpensive method of advertising – Telegrafi, Koha.net, Indeksonline are possibilities Publish on one news portal each month <p>Note: Dependent on available funds</p>	UP Communications Team	Oct 2013 – June 2014
	Television/Radio ads	<ul style="list-style-type: none"> Develop and air the 1st TV or radio ad <p>Note: Dependent on available funds</p>	UP Communications Team and Leadership	Dec 2013
	Crowdsourcing Activity	<ul style="list-style-type: none"> Following plans created in Crowdsourcing Activity #1, launch a second Facebook Challenge to either modify UP slogans or create videos to accompany 	UP Communications Team	Jan 2014

		slogan(s) <ul style="list-style-type: none"> Choose winner and announce via press conference and social media Post winning video(s) on UP website, FB, YouTube, etc. <p>Note: Also included in Outreach Plan</p>		
	Student Newspaper or E-zine	<ul style="list-style-type: none"> Planning should include creation of credit-granting mechanism for students working on newspaper Coordinate with Social Media Specialist to avoid duplication of effort 	Journalism Dept./UP Communications Team/Leadership	Feb 2014
	Marketing Materials	<ul style="list-style-type: none"> Tri-Fold Leaflet/Brochure Fact Sheets Catalog <p>Note: Dependent on available funds</p>	UP Communications Team	Jan-May 2014
	UP Radio Station	<ul style="list-style-type: none"> In conceptual stages only, but offers many possibilities for internal/external communication Could be launched as Internet-based radio at little/no cost and shifted to broadcast station after first year Programming must be carefully controlled to limit to UP and local news, music, campus events, and UP-related interviews/ podcasts of guest speakers (avoid political commentary) 	UP Communications Team	March-July 2014
	Television/Radio Ads	<ul style="list-style-type: none"> Develop and air the 2nd TV or radio ad <p>Note: Dependent on available funds</p>	UP Communications Team and Leadership	April 2014
Ongoing Outreach & Admin.	Op-Eds	<ul style="list-style-type: none"> Publish one op-ed/article per month in local press taken from Transition Initiative Blog (see Outreach Plan) 	UP Leadership/UP Communications Team	Year-Round Monthly
	Press Conferences	<ul style="list-style-type: none"> Plan Press Conference bi-monthly on one performance improvement Press Conferences should highlight Faculty and Student achievements or campus-wide improvements (e.g., 1st Public-Private Partnership; Student contributions to UP improvements; 	UP Leadership/UP Communications Team	Year-Round Bi-Monthly

		addition of 170+ new academic staff, new crowdsourcing activities and outcomes		
Evaluation	Baselines and Analysis	Re-administer baseline surveys and reevaluate baseline measurements created at beginning of campaign	UP Performance Assessment Team/UP Communications Team/ Leadership	June 2014
	Adjust Plan for Next Year	Determine if targets were met and make appropriate adjustments to plan	UP Communications Team/ Leadership	July 2014

5.4 Collaborate on Vision Statements (RFTOP C.1.5)

The Mission and Vision Statements for the UP were ratified by the University Board on June 24, 2013. An offsite retreat for the UPOR was held July 1, 2013 in which a [Vision Statement](#) distinct to, but in alignment with, the UP Vision was crafted and adopted by UPOR staff.

5.5 Agree and Publish Media Campaign Outline (RFTOP C.1.5 (4))

Both the *Outreach and Internal Communications Plan* and the *Media Plan* were formal deliverables expected outside the context of the Technical Advisors' Final Report to USAID. See the summary section for the *Media Plan*.

6. Conclusion

Over the past ten years, the University of Prishtina has undergone numerous assessments as it attempted to rebuild following the War. Reform has been an exceedingly difficult challenge. Some of the obstacles to reform can be traced to Kosovo's exploding young population and demand for higher education. This increased demand coupled with insufficient financial resources and lack of revenue streams have hobbled reform efforts.

There is reason for optimism, however. A talented and committed UPOR staff is working to bring needed improvements to the university, even as they continue to operate on a shoestring budget. A professionally-written, thoughtful strategic plan is critical for UP moving forward; UPOR's new Strategy for Research/Artistic Development Activities (2013-16) offers an excellent mode for a university-wide strategic plan.

It is hoped that current UP leadership and GOK use the observations and recommendations included in this report to plot the way forward for UP and to inform creation of a long-term comprehensive strategic plan. It is also hoped that the UP community and the people of Kosovo dedicate themselves to this promising reform effort. The future of Kosovo's young people depends on it.

7. Appendices

- 7.1 Final Work Plan
- 7.2 Summary of Activities by RFTOP Section
- 7.3 Key Issues for the UPOR – Draft May 3rd, 2013
- 7.4 Total Administrative Staffing Recommendations
- 7.5 MMBT Questionnaire
- 7.6 MMBT Summary Results
- 7.7 MMBT Summary Reports from PAT Members
- 7.8 Performance Gap Framework
- 7.9 Managing to the Data and Performance Management – Decision Tree
- 7.10 Vision Creation Guide
- 7.11 Any “statements of differences” regarding significant unresolved difference(s) of opinion
- 7.12 Bibliography and ID of sources
- 7.13 Disclosure of conflict(s) of interest forms for the advisor, either attesting to a lack of conflict of interest or describing existing conflict(s) of interest
- 7.14 PAT Member Self-Assessment of Learning
- 7.15 Performance Improvement – Monthly Reporting Form
- 7.16 Performance Improvement – Quarterly Evaluation Form
- 7.17 Relevant Sections of MEST Strategic Plan 2011-2016
- 7.18 University of Prishtina: Strategy on Scientific/Artistic Research and Development Activities
- 7.19 Research Priorities according to the National Research Programme
- 7.20 Comments and Recommendations on Other HICD Parameters
- 7.21 Communications Baseline Survey
- 7.22 Letter from the Rector – Communications Baseline
- 7.23 Stakeholder Agreement
- 7.24 Media Plan

7.1 Final Work Plan

This work plan was submitted to USAID/Kosovo Task Order Contracting Officer's Representative (TOCOR) Antigona Mustafa on April 22nd, 2013 (within 15 days of being in-country per contract guidelines).

Project Steps and Deliverables			April 8 to July 26, 2013															
HICD Steps of Technical Approach	RFTOP Scope	Personnel	Month 1				Month 2				Month 3				Month 4			
			1 ¹	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
HICD Steps 1 - 3: Identify Partner, Obtain Commitment and Form Stakeholders Group																		
Draft and Submit Final Work Plan	F.2.2	Valdez/Spurgin																
Publish Bi-Weekly Reports	F.2.3	Valdez/Spurgin																
Sign Memo of Understanding with Rector	C.1.4.1	Valdez/Spurgin																
Identify Members of Stakeholders Group	C.1.4.2	Valdez/Spurgin																
Convene 1st Stakeholders Group Mtg/Sign Agree	C.1.4.2	Valdez/Spurgin																
Publish Stakeholder Group Report	C.1.5	Valdez/Spurgin																
Form Performance Assessment Team	Value Add	Valdez/Spurgin																
Gain Commitment from Performance Assessment T	Value Add	Valdez/Spurgin																
Tailor Maturity Model Benchmarking Tool	Value Add	Hinsz/Valdez/Spurgin																
HICD Step 4: Conduct Performance Assessment																		
Publish Stakeholder Group Report	C.1.5	Valdez/Spurgin																
Publish Bi-weekly reports	F.2.3	Valdez/Spurgin																
Draft Assessment using MMBT	Value added	Hinsz/Valdez/Spurgin																
Outreach Plan	C.1.5.2	Valdez/Spurgin																
Performance Assessment	C.1.4.3/C.1.5	Valdez/Spurgin																
Facilitate Crowd Sourcing Engagements	C.1.5.2	McDermott																
Advise on Media ³	C.1.5.4	Valdez/Berisha																
Report of Two Crowd Sourcing Engagements	C.1.5.3	Valdez/Spurgin																
Facilitate Performance Sprints	Value added	Valdez/Spurgin																
Verified MMBT Assessment	Value added	Valdez/Spurgin																
Prepare Findings, Recommendations, KPIs	Value added	Valdez/Spurgin																
Support to UP transformation	C.1.5.3	Valdez/Spurgin																
HICD Step 5: Develop Performance Solutions Package																		
Publish Bi-Weekly Reports	F.2.3	Valdez/Spurgin																
Collaborate on University Vision Statement	C.1.5	Valdez/Spurgin																
Collaborate on Office of Rector Vision Statement	C.1.5	Valdez/Spurgin																
Develop Performance Solutions Package	C.1.4.4	Spurgin/Valdez																
Follow-up Action Plan for Outreach	C.1.5.2	Valdez																
Agree and Publish Media Campaign Outline	C.1.5.4	Valdez/Berisha																
Prepare Final Report	C.1.5.5	Valdez/Spurgin																
Publish and Present Final Report	C.1.5.5	Valdez/Spurgin																
Footnotes																		
¹	Wed., April 8 - Fri., Apr. 10																	
²	Replaces "Enlist Buy-In from UP Staff" to clarify deliverable																	
³	Media Specialist will work on non-consecutive days ; total of 15 days																	

7.2 Summary of Activities by RFTOP Section

The table below illustrates each of the activities and the deliverables from Task Order AID-167-TO-13-00006 along with the associated section and the completion status with key dates.

Objectives	Deliverables	RFTOP Section	Status
Support Rector in developing his strategy for change with the HICD model, including establishing a stakeholder working group	<ul style="list-style-type: none"> Vision statement for the University of Prishtina Vision statement for the Office of the Rector MOU signed between the advisors and the UP Office of the Rector Report of all monthly stakeholder working group meetings 	RFTOP C.1.5(1)	<ul style="list-style-type: none"> Completed Completed Deleted - by USAID Completed <i>Reports submitted</i> 05/21/13 06/06/13 07/10/13
Support Rector to develop a plan of action for outreach to his colleagues	<ul style="list-style-type: none"> Outreach Plan 	RFTOP C.1.5 (2)	<ul style="list-style-type: none"> Completed <i>Report Submitted</i> 07/09/13
Support Rector in creatively...identifying factors that may contribute...to the... transformation of the University, and propose appropriate remedial measures	<ul style="list-style-type: none"> Two reports based on two crowdsourcing activities to engage with a diverse array of people to develop solutions to UP challenges in a way that encourages innovation and promotes shared ownership of successes 	RFTOP C.1.5 (3)	<ul style="list-style-type: none"> Completed <i>Crowdsourcing Report #1 Submitted</i> 07/10/13 <i>Crowdsourcing Report #2 Submitted</i> 07/15/13
Advise the Rector on how to use media to get his change message out to the public	<ul style="list-style-type: none"> Media Plan Outline 	RFTOP C. 1.5 (4)	<ul style="list-style-type: none"> Completed <i>Report Submitted</i> 07/14/13
Ensure that USAID is continually briefed	<ul style="list-style-type: none"> Prepare a report that summarizes progress for change at the UP including observations, findings and recommendations to complement the performance solutions package. (Higher Ed Advisor) Bi-weekly updates to the (USAID) 	RFTOP C.1.5 (5)	<ul style="list-style-type: none"> Completed <i>Final Report Submitted</i> 07/25/13 <ul style="list-style-type: none"> Completed <i>Reports Submitted</i> 04/19/13 05/06/13

			05/19/13 06/03/13 06/16/13 07/02/13 0714/13
HICD Conduct Performance Assessment using HICD model	<ul style="list-style-type: none"> Written report of the Performance Assessment, including current and future optimal performance, assessment findings, performance analysis, and recommendations for performance solutions (HICD Advisor) 	RFTOP C.1.5 (5)(1)	<ul style="list-style-type: none"> Completed <i>Final Report Submitted 07/25/13</i>
Review Performance Assessment at Stakeholder Working Group for consensus on reform efforts	<ul style="list-style-type: none"> Report resulting from SG where the PA findings and recommendations are discussed 	RFTOP C.1.5 (5)(2)	<ul style="list-style-type: none"> Completed <i>Stakeholder Group Report Submitted 07/10/13</i>
Prepare Solutions Package of agreed-upon performance solutions recommended in the performance assessment that are agreed to by the SG and UPOR.	<ul style="list-style-type: none"> A written report of the Solution Package based on the HICD model 	RFTOP C.1.5 (5)(3)	<ul style="list-style-type: none"> Completed <i>Final Report Target Submission Date 07/25/13</i>
Ensure that USAID is continually briefed	<ul style="list-style-type: none"> A report that summarizes the HICD perspective for change at the UP, including observations, findings, and recommendations not included in the performance solution package Bi-weekly updates to (USAID) in the form of bullet points highlighting progress, issues/solutions, and other meeting notes 	RFTOP C.1.5 (5)(4)	<ul style="list-style-type: none"> Completed <i>Final Report Target Submission Date 07/25/13</i> Completed <i>Reports Submitted 04/19/13 05/06/13 05/19/13 06/03/13 06/16/13 07/02/13 0714/13</i>

KEY ISSUES FOR UNIVERSITY OF PRISHTINA

DRAFT 05/03/13

- 1. Implement Contemporary Academic, Teaching and Research Approaches/Methods**
 - i. Center for Excellence in Teaching?
 - ii. Statute enforcement regarding faculty (e.g., mandatory retirement, outside employment)
 - iii. Discipline/Incentives System for Faculty
 - iv. Establish a Research Institute
 1. Mandatory faculty publication/research requirements
 2. Mandatory faculty participation in seeking grant funding?
- 2. Digitalize and Centralize Administrative Functions**
 - i. Student Records (Admissions, Course Registration, Grades, Diplomas/Graduation Clearance)
 - ii. Human Resources (possibly some decentralization of hiring process)
- 3. Increase Revenue/Fund Priorities**
 - i. Government Funding
 - ii. International Donors
 - iii. Alumni contributions
 - iv. Private or Corporate Endowments
 - v. Tuition fees and/or “other” (e.g., book/library fees)
 - vi. As revenue is generated, used it to:
 - Increase faculty salaries or remuneration opportunities
 - Improve IT infrastructure
 - Improve facilities and increase spending on facilities management/maintenance
- 4. Enhance Quality Assurance System**
 - i. Enforcement mechanism (e.g., committee or additional scope of University Board or UPOR)
 - ii. Internal Audit and External Audit
- 5. Build External Relationships**
 - i. University image within Kosovo, Balkans, and Europe
 - ii. Kosovo government - Link employability/work force skills to curriculum development and accreditation standards
 - iii. Public/Private Partnerships – including externships (multiple benefits to revenue, classroom overload, etc.)

7.4 Total Administrative Staffing Recommendations

The nine positions below were included in the recommendations for the UP.

1. Dean of Students
2. Director of Student Advising
3. Director of Student Support
4. Director of Career Services
5. Director of Facilities and Maintenance
6. Director of Life Long Learning Program
7. Life Long Learning Program Staff (2 persons)
8. Social Media & Communications Specialist

7.5 MMBT Questionnaire

The MMBT Questionnaire as it appeared in the online tool Survey Monkey. Each of the 35 performance parameters (in Albanian language) appeared on the screen in which respondents selected their perception of the UP's performance in the current-state, what they believed was an appropriate future-state level within 12-18 months, and the institutional priority of this performance issue. A free-form field allowed respondents to leave notes to justify their responses and/or to leave general comments. In total there were 137 respondents, and 1326 comments were recorded.



Universiteti i Prishtinës MMBT

4. UDHEHEQËSIA DHE MENAXHIMI: Struktura e Udhëheqjes dhe Rolet

Ky vlerësim i përket Struktura e Udhëheqjes dhe Rolet parametrit të fushës/domenit Udhëheqësia dhe Menaxhimi

THEMELOR: UP mbetet ende për të zhvilluar një strukturë të qartë, formale të udhëheqësisë, dhe udhëheqësia në përgjithësi mbetet tek një person (dmth. Rektor). Planifikimi i vazhdimësisë së udhëheqësisë është i sapolindur ose nuk ekziston fare, kështu që humbja e udhëheqësit shkakton ndërprerje të mëdha për programet dhe operacionet. Programet dhe operacionet shpesh ngecin në qoftë se udhëheqësi i njohur nuk është i përfshirë drejtpërdrejt.

NË ZHVILLIM: UP ka një strukturë formale të udhëheqësisë që përfshin më shumë se një person, por rolet specifike dhe përgjegjësitë duhet të jenë plotësisht të dokumentuara, të kuptuara mirë ose të ndiqen. Angazhimi i anëtarëve të organit qeverisës është sporadik/jo i rregullt. Udhëheqësit herë pas here mund të delegojnë autorizimet dhe përgjegjësitë për të mbajtur programet dhe operacionet në lëvizje gjatë mungesave afatshkurtra, por UP ende nuk është e pozicionuar mirë për të menaxhuar me sukses mungesat afatgjata si dhe operacionet janë gjithashtu jo mjaft elastike gjatë tranzicioneve të udhëheqësisë.

AVANCUAR: Rektorati dhe stafi i përgjegjdhur kanë një rol të qartë në strukturën e udhëheqjes dhe poashtu kanë aftësitë dhe njohuritë për të përbushur këto role. UP ka procese formale të dokumentuara për të siguruar vazhdimësinë e udhëheqjes gjatë mungesave afatshkurtra si dhe një plan të zëvendësimit afatgjatë për të lehtësuar tranzicionet e udhëheqjes pa penguar operacionet. Udhëheqësit dhe stafi janë në pajtim me këto procese dhe plane.

UDHEHEQËS: UP ka strukturën, politikat dhe programet, për të zhvilluar një kombinim të udhëheqësve të nevojshëm që UP të lulëzojë në periudhat afatshkurta dhe afatgjata. Sistemi i planifikimit të vazhdimësisë së UP-së menaxhon me sukses tranzicionet e udhëheqësisë me pak apo kurrfarë ndikimi negativ mbi produktivitetin, performancën, ose moralin e stafit.

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Struktura e Udhëheqjes dhe Rolet.

	Themelor 1	Themelor 2	Themelor 3	Në Zhvillim 4	Në Zhvillim 5	Në Zhvillim 6	Avancuar 7	Avancuar 8	Avancuar 9	Udhëheqës 10	Udhëheqës 11	Udhëheqës 12
Gjendja aktuale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I dëshiruar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Arsyetimi

Si duhet të vë në prioritet Universiteti këtë parameter?

	Ulet	Mesatar	Lartë
Prioriteti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10%

Prev

Next

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Each prospective respondent was provided with the following instructions in advance of completing the MMBT questionnaire, and these same instructions (in Albanian language) appeared within the online version of the questionnaire.

Instructions for completing the assessment:

Thank you for agreeing to complete the performance assessment. Each page of the assessment represents one of the parameters/components of a 'Performance Domain' affecting university performance. For example, the first page you will see reads "LEADERSHIP AND MANAGEMENT: Leadership Structure and Roles". "LEADERSHIP AND MANAGEMENT" is the Performance Domain and "Leadership Structure and Roles" is the parameter. Note that there are typically a few parameters pertaining to each Performance Domain.

Complete ONLY the pages with which you have familiarity. For instance, if you are not familiar with the specifics related to the Performance Domain entitled "FINANCIAL MANAGEMENT", then please skip any of those pages using the button at the bottom of the page to advance to the next page.

Completing each parameter on which you have knowledge and insight should take 5-7 minutes. Given the breadth of the assessment it is presumed that most participants will feel confident completing perhaps half of the total number of pages – in which case you should allow approximately 90 minutes to finish and submit the assessment.

It is recommended to:

1. **Determine:** Do you have knowledge of the parameter within the Performance Domain? If so, please follow the steps below to complete each page of the assessment on which you have knowledge. Again, if you do not have insight into that particular Domain and/or parameter, then advance to the next page without making any ratings;
2. **Stages of Maturity:** Read through each of the descriptions of the stages of organizational maturity (e.g., *Basic, Developing, Advanced, Leading*);
3. **Current State:** Once you have determined which stage best represents the current state of the university (i.e., *Developing*) then check the radio button that you feel indicates the level within that stage. If you believe the university is currently within the *Developing* stage of maturity, you should further specify where within the stage is the university today; for instance at the low end of the stage (Developing 4), somewhere in the middle (Developing 5) or at the high end (Developing 6);
4. **Desired:** Directly below your selection of the current state, click the radio button that you feel the university should realistically seek to achieve as a performance target. Please note that the university wants to become a leading institution in higher education, but it is important to understand that performance improvement is a process taking time – so consider an achievable target. For instance, moving from 'Basic 3' to 'Developing 5' is realistically possible; however moving from 'Basic 1' to 'Leading 12' is not possible in one performance improvement cycle;
5. **Justification:** Please use this free-form field to provide some evidence or rationale for your scores. This need not be lengthy – a simple line of text such as "There is already a statute governing this area and that document is public and readily available" could suffice, but please feel free to leave as many comments as you like;
6. **Priority:** How essential is an immediate improvement in performance and to what degree should the Office of the Rector focus on this parameter? Please select the radio button for Low priority, Medium Priority, or High Priority. Again, please be conscientious and understand that not every single parameter can or should be of the highest priority.

7.6 MMBT Summary Results

The table below represents the aggregate data results of the five groups of university constituents (Stakeholder Group, Students, Faculty Coordinators, Faculty Secretaries, and University Senate) that completed the performance assessment.

KEY	
Parameter	GREEN = Rector requested inclusion in PSP; YELLOW = Considered by Rector for PSP
Current-State	RED = Score <4 (Basic level of Maturity)
Perceived Gap	RED = Value >3 (Equal to one full level of Maturity)
Priority	RED = Value >2.67 (3-point scale signifying HIGH priority)

Domain	Parameter	Current State	Desired State	Perceived Gap	Priority
Leadership & Management					
	Leadership Structure and Roles	5.44	7.38	1.94	2.58
	Leadership Effectiveness	5.57	7.70	2.13	2.63
	Management Effectiveness	5.19	7.39	2.20	2.53
	Communication & Change Management	5.46	7.88	2.42	2.54
	Diversity and Inclusion, including Gender	5.54	7.41	1.87	2.33
Governance					
	University Board Roles & Responsibilities	5.05	7.60	2.55	2.46
	University Board Effectiveness	4.90	7.35	2.45	2.51
Org Strategy & Execution					
	Mission, Vision, and Goals	5.14	7.98	2.84	2.59
	Organizational Performance Management	5.00	7.45	2.45	2.46
Mission Delivery					
	Student Admissions & Retention	3.71	7.27	3.56	2.67
	Student Support Services	3.87	7.21	3.34	2.56
	Academic Staff	4.87	8.17	3.30	2.74
	Educational Offerings	4.47	7.72	3.25	2.59
	Assessment of Student Learning	4.51	7.78	3.27	2.75

Domain	Parameter	Current State	Desired State	Perceived Gap	Priority
	Research	3.86	7.36	3.50	2.54
	Information and Learning Resources	4.44	7.86	3.42	2.63
	Student, Faculty and Staff Relations and Engagement	4.76	7.84	3.08	2.44
	Gender Considerations in Programs and Services	4.50	7.02	2.52	2.28
Human Resources					
	Human Resource Management Information System (HRMIS)	5.33	7.81	2.48	2.43
	Staff Performance Management	5.02	7.34	2.32	2.38
Financial Management					
	Financial Planning & Budgeting	4.92	7.44	2.52	2.70
	Financial Controls, Accounting, and Information System	5.12	7.74	2.62	2.54
	Revenue Generation & Financial Viability	4.67	6.96	2.29	2.63
Administration & Operations					
	Internal Communications	5.86	7.98	2.12	2.33
	Centralization vs. Decentralization	5.21	7.54	2.33	2.39
	Facilities, Infrastructure and Equipment	4.71	7.57	2.86	2.53
People					
	Non-Academic Staff Roles, Responsibilities, and Deployment	5.33	7.73	2.40	2.36
	Academic and Non-Academic Staff Motivation & Satisfaction	5.31	7.78	2.47	2.45
	Academic and Non-Academic Staff Compensation, Incentives and Rewards	5.29	7.76	2.47	2.49
Information Technology					
	IT Infrastructure	5.39	8.37	2.98	2.49

Domain	Parameter	Current State	Desired State	Perceived Gap	Priority
	Information (Data) Management	5.11	7.97	2.86	2.42
External Relations					
	Communications Strategy and PR Campaigns	4.49	7.86	3.37	2.50
	Stakeholder Relations and Engagement	4.65	7.77	3.12	2.55
	Intra and Inter-Sectoral Partnerships	4.72	7.98	3.26	2.57
Monitoring and Evaluation					
	Evaluation & Data Analysis	4.58	7.87	3.29	2.59

7.6.1.1 Overview of MMBT Administration UP Senate, Faculty Coordinators, Faculty Secretaries, UP Students

University Senate

The Performance Assessment was completed by 20 members of the University Senate – a response rate of 42.6%.

Two meetings were organized – the first was held May 31, 2013 to train the members of Senate on the process of completing the performance assessment. An analysis of the results of the responses was conducted, and based on the data there were four critical performance parameters identified. The second meeting was held on June 14, 2013 to debrief the findings and create an open forum of discussion to drive towards the identification of root causes of performance gaps and proposed interventions.

The four performance parameters identified as most critical by the Senate were:

Parameter	Current-State	Desired-State	Gap	Priority
Student Admissions & Retention	5.15	8.5	3.35	2.62
Research	4.38	7.92	3.54	2.54
Evaluation & Data Analysis	5.50	9.25	3.75	2.88
Communications Strategy & PR Campaigns	4.00	8.29	4.29	2.75

See [University Senate](#) (Appendix) for the full summary report prepared by PAT Member Fidan Hamiti.

Faculty Coordinators

The PA was completed by 13 Faculty Coordinators – a response rate of 81.3%.

Two meetings were organized – the first was held May 30, 2013 to train the Faculty Coordinators on the process of completing the performance assessment. An analysis of the results of the responses was conducted, and based on the data there were four critical performance parameters identified. The second meeting was held on June 11, 2013 to debrief the findings and create an open forum of discussion to drive towards the identification of root causes of performance gaps and proposed interventions.

The four performance parameters identified as most critical by the Faculty Coordinators were:

Parameter	Current-State	Desired-State	Gap	Priority
Student Admissions & Retention	4.63	7.25	2.62	2.67
Research	4.44	6.89	2.45	2.62
Budget & Financial Planning	8.00	11.00	3.00	2.50
Evaluation & Data Analysis	4.63	7.14	2.51	2.86

See [Faculty Coordinators](#) (Appendix) for the full summary report prepared by PAT Member Besnik Fetahu.

Faculty Secretaries

The PA was completed by 16 Faculty Secretaries – a response rate of 100%.

Two meetings were organized – the first was held May 30, 2013 to train the Faculty Secretaries on the process of completing the performance assessment. An analysis of the results of the responses was conducted and based on the data; there were four critical performance parameters identified. The second meeting was held on June 12, 2013 to debrief the findings and create an open forum of discussion to drive towards the identification of root causes of performance gaps and proposed interventions.

The four performance parameters identified as most critical by the Faculty Secretaries were:

Parameter	Current-State	Desired-State	Gap	Priority
Financial Controls, Accounting and Information Systems	4.43	6.29	1.86	2.29
Academic & Non-Academic Staff Motivation and Satisfaction	5.13	6.38	1.25	2.23
University Board Roles & Responsibilities	4.00	7.60	3.60	2.20
University Board Effectiveness	4.33	6.00	1.67	2.33

See [Faculty Secretaries](#) (Appendix) for the full summary report prepared by PAT Member Besnik Loxha.

Students

The Performance Assessment was completed by 44 UP students and five performance parameters were identified as being essential issues affecting the student population.

Parameter	Current-State	Desired-State	Gap	Priority
Student Admissions & Retention	2.51	6.84	4.33	2.74
Student Support Services	2.87	7.26	4.39	2.67
Assessment of Student Learning	3.67	7.92	4.25	2.89
Research	3.08	7.41	4.33	2.51
Inter- & Intra-Sectoral Relations	4.15	8.09	3.94	2.65

See [Students](#) (Appendix) for the full summary report prepared by PAT Member Elmedina Nikoceviq.

7.7 MMBT Summary Reports from PAT Members

As a means of further building capacity of the PAT, the HICD Advisor had each member deliver a Summary Report of the findings and recommendations that came from facilitating the Performance Assessment. Each member received written or oral feedback from the HICD Advisor so that learning also could occur during the process of making professional edits.

7.7.1 Students (Elmedina Nikoçeviq)

MMBT SUMMARY REPORT – UP STUDENTS

On the research results, problems identified during the meeting with the respondents (students) and the recommended solutions of the problems and their root causes.

Date: 12 June 2013

Reports: Elmedina Nikoçeviq (QZhK/CDC), Member of the Performance Assessment Team (PAT)

Summary:

With the technical help of USAID, the Office of the Rector has started the process of performance evaluation and capacity evaluation of the University of Prishtina (UP), with the aim of getting a clear overview of the current situation in which the UP is now.

In this way, the first steps have been made for the UP to institutionalize capacity development initiatives to achieve and provide a measurable performance improvement. The instrument which was used for the research is called the Maturity Model Benchmarking Tool (MMBT) which enables those who use it to determine the current level and the desired level of performance according to a standard scale of maturity. This was the best chance for the respondents (in this case the students) to have their ideas be part of an action plan which after completion of the data analysis process and drafting of the plan, will start to be implemented.

This process has helped to identify the root causes of some problems which have been documented based on the research results with the students and determining the steps which have to be taken to avoid these problems.

The process:

Initially, after we have received all instructions from the American consultants Mr. Erik Spurgin and Mrs. Marlana Valdez as how to proceed with the administration of the questionnaire to the respondents we have started with the necessary preparations for the presentation of the purpose of the research and the importance which this process has for the University of Prishtina.

My duty as a member of the Performance Assessment Team (PAT) was the presentation of this research and the administration of the questionnaire with the students. The first meeting with the first group of students was realized on 27 May 2013, with the second group on 28 May 2013 while with the third group (volunteers of the Center for Career Development) on 31 May 2013. The first group was made up of 26 students, the second 26 students, while the third group 10 students. Altogether, the questionnaire was filled out by 57 respondents, but the results were

derived from questionnaires filled out by 44 students (because of some technical problems with the research link).

Once the process of filling out the questionnaires has been completed, the analysis of the results of the questionnaires of the 44 respondents has been performed. Based on the results we have identified 5 more sensitive parameters which have been discussed in the second meeting with the respondents held on 06 of June 2013. Present were 30 students.

Parameters which were discussed during the second meeting with the respondents were:

1. *Student admission and retention*
2. *Student support services*
3. *Assessment of student learning*
4. *Research*
5. *Inter and Intra-Sectoral relations*

1. Student admission and retention

Respondents have ranked that the current level of the parameter '*Student admission and retention*' at the basic level (2.51), while it is desired that to be at the advanced level (6, 84), whereas according to them the UP should give this parameter high priority of (2.74).

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Pranimit & Mbajtja e Studentëve														Rating Average	Response Count
Answer Options	1	2	3	4	5	6	7	8	9	10	11	12			
Gjendja aktuale	7	14	15	1	0	1	0	1	0	0	0	0	2,51	39	
I dëshiruar	0	0	0	2	5	12	6	7	4	1	1	0	6,84	38	

Si duhet të vë në prioritet Universiteti këtë parameter?					
Answer Options	Ulët	Mesatar	Lartë	Rating Average	Response Count
Prioriteti	0	10	28	2,74	38

During the second meeting with the respondent (students) we discussed about the gaps which exist during the admission of students (PG1) and the lack of monitoring and evaluation of student achievements for their retention by the faculties (PG2). As root causes for the existence of these gaps have been identified interventions – nepotism (PG1RC1) and the disregard of the criteria and deadlines defined by the advertisement for call for application for student admission (PG1RC2). Whereas, as a root cause for the lack of monitoring and evaluation of student achievements and student retention by the faculties is the lack of staff which keep records of student achievements (PG2RC1) and lack of awareness of the Rectorate and faculties on the importance of this process (PG2RC2).

Recommendations:

- Opening of an office or supervising body of the student admission process or an independent office for complaints;
- To provide a transparent system of publishing of the admission test results and the process of student admission;
- To impose the definition and respecting of clear policies for student admission/based on capacities;
- To undertake measures against corrupt persons in the Rectorate and faculties;
- The opening of a special office which monitors students potentially “at risk” for losing the study year or who encounter difficulties during studies;
- To increase the awareness of the Rectorate staff and faculties on the importance of the process of monitoring student achievements.

2. Student support services

Respondents have ranked the current of the parameter ‘*Student support services*’ at the basic level (2.87), it is desired to be in the advanced level (7.26), whilst according to them the UP needs to give this parameter high priority (2.67).

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Shërbimit Mbështetëse për Studentët.														
Answer Options	1	2	3	4	5	6	7	8	9	10	11	12	Rating Average	Response Count
Gjendja aktuale	2	15	12	7	2	1	0	0	0	0	0	0	2,87	39
I dëshiruar	0	0	0	2	1	11	8	9	5	2	1	0	7.26	39

Si duhët të vë në prioritet Universiteti këtë parameter?					
Answer Options	Ulët	Mesatar	Lartë	Rating Average	Response Count
Prioriteti	2	9	28	2,67	39

During the second meeting with the respondents (students), based on the comments of the respondents on the questionnaire, it has been concluded that student support services are at a non-desirable level (PG3) and that the Rectorate and faculties rarely administer surveys for determining the needs and student satisfaction for the existing services (PG4).

As root causes for PG3 have been mentioned the lack of space, learning resources and special services for students with special needs (PG3RC1), failure to define clear roles of faculty staff which encounter difficulty in obtaining information (PG3RC2), lack of an office for student academic advice (PG3RC3), weak functioning or non-functioning of faculty web pages (PG3RC4), lack of information, brochures, bulletins, online documents, etc. (PG3RC5) as well as low number of UP staff compared to the number of students (PG3RC6).

Meanwhile, as root causes of PG4 have been identified the lack of interest of the management and administration of student needs since usually research is conducted by others (PG4RC1)

as well as hesitation because of the fear of results which may come from the research (PG4RC2).

Recommendations:

- Provide statistics (through the enrollment process) about how many students with special needs attend studies at the UP;
- To create conditions for studies with the purpose to motivate students with special needs to attend studies at the UP;
- Open a Resource Center for students with special needs;
- Define roles of each administration staff of faculties;
- Open an office for academic counseling in each faculty;
- To exist an information corner in each faculty;
- To enrich the faculty web sites as much as possible with information for students and for those who want to study at a particular faculty;
- To print and publish online as many information about services offered to students (to promote existing services);
- To insure a budget for the increase of the staff numbers at the faculties and Rectorate administration;
- To motivate the staff of the administration of the UP to conduct many research activities;
- Train administration staff of the UPO on new research methods and programs;
- To require the publishing of the research results;
- To increase awareness of managements of faculties and the Rectorate on the role that research has on measuring and increasing of the quality of services.

3. Assessment of student learning

Respondents have ranked the current state of the parameter 'Assessment of student learning' at the developing stage (3.67), it is desired that it be at the advanced level (7.92), while according to them the UP should give this parameter high priority (2.89).

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Vlerësimit i Nxënjes së Studentëve														Rating Average	Response Count
Answer Options	1	2	3	4	5	6	7	8	9	10	11	12			
Gjendja aktuale	1	11	13	4	4	2	2	1	0	0	1	0		3,67	39
I dëshiruar	0	0	0	1	2	6	4	10	9	5	0	1		7,92	38

Si duhët të vë në prioritet Universiteti këtë parameter?					
Answer Options	Ulët	Mesatar	Lartë	Rating Average	Response Count
Prioriteti	0	4	34	2,89	38

During the second meeting with the respondents (students, based on the comments of the respondents to the questionnaire, it has been concluded that there is a lack of a permanent evaluation and transparent student evaluation (PG5) and that after graduation, student don't have knowledge, skills, and necessary competences to contribute to society (PG6).

As root causes of PG5 have been evaluated not allowing the students to see their own tests (PG5RC1) and the lack of dedication of the academic staff since the professors are engaged with other jobs outside of the faculty (PG5RC2). Whereas, as root causes of PG6 have been evaluated the lack of literature in Albanian and online literature (PG6RC1), failure to provide internships for students during studies by the faculty (PG6RC2), not allowing students to have access to new faculty laboratories / laboratories are outdated (PG6RC3) as well as disorganization of study visits of students inside and out of the country (PG6RC4).

Recommendations:

- Obligate professors to respect consultation times for students;
- Obligate professors to give up other jobs and respect their working hours;
- Undertake measures for having students undergo oral exams, besides the written exams since unfortunately the cheating phenomenon exists;
- To allocate budget for the encourage and support the publishing of literature in Albanian;
- Post literature in electronic form in faculty web sites;
- Include internships in the faculty curriculums which obligate students to complete an internship;
- Ensure the involvement of professors for securing internships for students;
- To require supervision of students during their internship by the faculty (professors);
- Faculties to establish collaborations with as many public and private institutions as possible;
- To allocate budget for the purchase of new laboratories as well as obligate the faculties to grant access to students in the new laboratories with the purpose of carrying out their research and internships;
- Allocate/ensure budget for study visits for students inside and outside the country.

4. Research

Respondents have ranked the current state of the parameter '*Research*' at the basic level (3.08), it is desired that it be at the advanced stage (7.41), while according to them the UP should give this parameter high priority (2.51).

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Hulumtimi.														
Answer Options	1	2	3	4	5	6	7	8	9	10	11	12	Rating Average	Response Count
Gjendja aktuale	8	6	8	12	4	0	0	1	0	0	0	0	3,08	39
I dëshiruar	0	1	0	3	1	7	7	8	8	2	1	1	7.41	39

Si duhët të vë në prioritet Universiteti këtë parameter?					
Answer Options	Ulët	Mesatar	Lartë	Rating Average	Response Count
Prioriteti	2	15	22	2,51	39

It has been identified that there is a lack of incentive and support to students for scientific research (PG7). As root causes for this problematic have been evaluated to be the non-existence of scientific journals in faculties (PG7RC1), lack of an office or official for advice on

the preparation of scientific work and research (PG7RC2), lack of budget determined for research by students (PG7RC3) as well as the lack of skills of the academic staff, UP administration and students to carry out research and scientific work (PG7RC3).

Recommendations:

- To support the functionality of the printing press of scientific journals in faculties;
- To exist an office or official in each faculty which offers advice and training for the realization of scientific work and research;
- To allocate a budget which will be determined for the realization of research (student involvement in research);
- To ensure training of the academic staff, UP administration and students to realize research and scientific works.

5. Inter- and Intra-sectorial relations

Respondents have ranked the current state of the parameter '*Inter and intra-sectorial relations*' at the developing stage (4.15), it is desired that this be at the advanced stage (8.09), whilst according to them the UP should give this parameter high priority (2.65).

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Partneritetet e brendshme dhe ndër-sektoriale.														
Answer Options	1	2	3	4	5	6	7	8	9	10	11	12	Rating Average	Response Count
Gjendja aktuale	0	7	7	9	3	5	1	1	0	1	0	0	4,15	34
I dëshiruar	0	0	0	0	1	6	5	8	8	3	3	0	8,09	34

Si duhet të vë në prioritet Universiteti këtë parameter?					
Answer Options	Ulët	Mesatar	Lartë	Rating Average	Response Count
Prioriteti	2	7	22	2,65	31

According to the research results, it has been pointed out that the cooperation between faculties and different institutions/companies for student involvement is not at satisfactory level (PG8). As root causes of this problems have been identified the lack of initiative and commitment of the management of the faculties and the academic staff for the involvement of students in internships or visits to different institutions (PG8RC1), student councils don't play the role they should – they are politicized (PG8RC2) as well as the lack of an office for cooperation with the outside in each faculty (PG8RC3).

Recommendations:

- Create mechanisms for the increase of cooperation faculty-institutions/company;
- Allocate budget for the realizations of visits to different companies and institutions by students;
- Create mechanism for the supervision of work of student councils (to become the voice of students not professors);
- Ensure the opening of an office for cooperation with outside in each faculty.

7.7.2 Faculty Coordinators (Besnik Fetahu)

MMBT SUMMARY REPORT – FACULTY COORDINATORS

Faculty Coordinators – Results from the MMBT evaluation with identified common gaps, root causes and proposed interventions for resolving identified problems.

Date: 26 June 2013

Report: Besnik Fetahu (Academic Development Office), Performance Assessment Team

Executive Summary:

With technical support from USAID, the Office of the Rector, has begun the process of performance evaluation and assessment of the capacities of UP in order to get a clear picture of the current situation of UP performance. The UP, in order to analyze the current and desired situation, are cooperating with representatives from USAID who have developed an instrument called the Maturity Model Benchmarking Tool (MMBT) that enables us to determine the current and desired level of the existing situation in which is and should be the University of Prishtina.

My duties as a member of the Performance Assessment Team was to evaluate the Faculty Coordinators regarding how they consider the current and desired situation of the University of Pristina. Through this process we identified the gaps, root causes, and proposed interventions for some problems that are documented based on research with Faculty Coordinators and determined the steps to be taken to solve these problems.

Process:

First, the survey link was developed by Mr. Erik Spurgin. Before distributing the survey link on May 30, 2013, I invited to a working meeting the Faculty Coordinators. I informed them with the initiative from the USAID in coordination with the Office of the Rector of the University, with the aim of reforming UP. Then, we introduced them with MMBT tool and how should they evaluate existing and desired situation of the University of Pristina. Then, we distributed to them the survey link in their email addresses.

After a week, on June 11, 2013, we invited Faculty Coordinators in the second meeting, presented to them the results of their survey. The aim of the second meeting was to identify common gaps, their route causes and proposed interventions to solve identified problems.

Based on the survey results, the Faculty Coordinators have identified these gaps at the University of Pristina:

1. Lack of motivation and incentive for making the research activities;
2. The budget is insufficient for the needs of the University;
3. Low quality of equipment and insufficient physical space for development activities; and
4. Admission and retention of students, the University of Pristina continues to receive and keep the best students.

Questionnaires were completed by 13 of 16 Faculty Coordinators as a whole, which means 80% of them have evaluated the University of Prishtina.

1. Research

Coordinators have estimated that the current rate of parameter "research" is 4:44 in the development stage; and desirable to be in advanced stage of 6.89, while this parameter should give high priority to 3:00.

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Hulumtimi.

Ansëer Options	1	2	3	4	5	6	7	8	9	10	11	12	Rating Average	Response Count
Gjendja aktuale	0	1	1	2	3	2	0	0	0	0	0	0	4.44	9
I dëshiruar	0	0	0	1	0	2	3	2	1	0	0	0	6.89	9

Si duhët të vë në prioritet Universiteti këtë parameter?

Ansëer Options	Ulët	Mesatar	Lartë	Rating Average	Response Count
Prioriteti	0	0	9	3.00	9

At the second meeting, the Faculty Coordinators discussed the lack of conditions to develop research activities, the lack of applications in various funds to support scientific research. There is also a lack of motivation and incentive for facilitating the research activities given the absence of commercialization in research work. A lack of infrastructure for research development and a lack of cooperation with public and private sector in the implementation of research projects that are a function of economic and social development.

Recommendations:

- To develop criteria for material stimulation for the personnel involved in scientific research.
- To develop human resources for research activities.
- To functional laboratories, institutes and equipped with appropriate infrastructure.
- To develop the database of existing infrastructure at the University of Prishtina.
- To develop mechanisms and instruments for providing vocational programs of various duration in accordance with market demand.
- To encourage the inclusion of economic and social entities in the design and implementation of academic programs oriented research.
- To conduct training and provide technical assistance for project development.

2. Budget and Financial Planning

Coordinators have estimated that the current rate of parameter "Financial Planning and Budgeting" is in the advanced stage 8.00 and for desirable to be in advanced stage of 11:00, while according to them the UP this parameter should give high priority to 3:00.

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Planifikimi Financiar dhe Buxhetimi.

Ansëer Options	1	2	3	4	5	6	7	8	9	10	11	12	Rating Average	Response Count
Gjendja aktuale	0	0	0	0	0	0	1	0	1	0	0	0	8.00	2
I dëshiruar	0	0	0	0	0	0	0	0	0	0	1	0	11.00	1

Si duhët të vë në prioritet Universiteti këtë parameter?					
Ansëer Options	Ulët	Mesatar	Lartë	Rating Average	Response Count
Prioriteti	0	1	1	2.50	2

At the second meeting Faculty Coordinators discussed that the budget is insufficient for the needs of the University. The budget allocated by the MEST, covers only small areas of need in the University of Prishtina.

Recommendations:

- To ensure better budget planning and to requires higher budget from the ministry.
- To identify and secure funding from external partners.

3. Facilities, Infrastructure and Equipment

Coordinators have estimated that the current rate of parameter "Facilities, Infrastructure and Equipment" is at developed stage 4.63, and desirable to be in the advanced stage 7:14, and according to them the UP should give high priority to this parameter 2.86.

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Objektivit, Infrastruktura dhe Pajisjet														Rating Average	Response Count
Ansëer Options	1	2	3	4	5	6	7	8	9	10	11	12			
Gjendja aktuale	0	0	3	2	1	1	0	0	1	0	0	0		4.63	8
I dëshiruar	0	0	0	0	0	4	1	1	0	0	1	0		7.14	7

Si duhët të vë në prioritet Universiteti këtë parameter?					
Ansëer Options	Ulët	Mesatar	Lartë	Rating Average	Response Count
Prioriteti	0	1	6	2.86	7

At the second meeting, the Faculty Coordinators discussed the low quality of the equipment, insufficient physical space. Insufficient physical space, dysfunctional infrastructure and older equipment available. Procedures for ensuring the equipment are bureaucratic. Lack of funds for infrastructure.

Recommendations:

- University of Pristina should develop a system to identify and maintain equipment and infrastructure in general.
- University of Pristina, to promote effective use. This affects the functioning and productivity of the University.
- University should simplify the procedure for obtaining the equipment.
- University of Pristina should use funds from alternative sources such as international projects, projects of national science program, etc., to be faced with the current state of infrastructure.

4. Student Admission and Retention

Coordinators have estimated that the current rate of parameter 'admission and retention of students' is at the stage of development 4.63, and it is desirable to be an advanced stage in their 7.25 and UP should give high priority to this parameter 2.67.

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Pranimi & Mbajtja e Studentëve.

Ansëer Options	1	2	3	4	5	6	7	8	9	10	11	12	Rating Average	Response Count
Gjendja aktuale	0	1	1	2	1	2	1	0	0	0	0	0	4.63	8
I dëshiruar	0	0	0	0	1	1	3	1	2	0	0	0	7.25	8

Si duhët të vë në prioritet Universiteti këtë parameter?

Ansëer Options	Ulët	Mesatar	Lartë	Rating Average	Response Count
Prioriteti	0	3	6	2.67	9

During the second meeting with the Faculty Coordinators Admission of students is based on the criteria set out in a transparent process, UP still have and keep best students. University of Prishtina did revisions on the number maximalist that can accommodate each year. There is outside interference on admission and registration of students, and this situation does not guarantee feeds us academically successful students.

Recommendations:

- University of Pristina should monitor performance indicators relating to the admission and retention of students;
- University of Pristina should Raise the eligibility Criteria and administer keeping Programs Successful Students academically;
- University of Pristina should lead to Transparency enrollment process.

7.7.3 Faculty Secretaries (Besnik Loxha)

MMBT SUMMARY REPORT – FACULTY SECRETARIES

Data: 25 June 2013

Reporting: Besnik Loxha, Academic Development Office (ADO), Member of Performance Assessment Team

Executive Summary:

UP has begun institutional reform; this process is initiated by the Office of the Rector of the University of Prishtina "Hasan Prishtina". The Office of the Rector has engaged two Technical Advisors contracted by USAID who provide assistance on the performance improvement initiative of the UP. These USAID Technical Advisors have created a working group called the

Performance Assessment Team (PAT) that is responsible for learning and applying a performance improvement methodology. Each member of the PAT has been tasked to administer a performance assessment referred to as the Maturity Model Benchmarking Tool (MMBT) with one stakeholder group of the University. These stakeholder groups were identified as:

- Senators of UP senate
- Major Stakeholders of the UP (e.g., MEST, University Board, USAID, Tempus)
- Faculty Coordinators (Coordinators for Academic Development)
- Students
- Faculty Secretaries

Each group was asked to provide their opinion about current-state performance of the UP and identify a desired future-state using a quantitative score. The MMBT that was tailored to the University context comprises 11 Performance Domains with 36 parameters across those 11 domains.

Before launching the performance evaluation process the PAT members participated in 10 workshop meetings with the Technical Advisors to develop competence in the methodology and the assessment tool.

Process:

As a member of the PAT team, I have been responsible to administer the performance assessment to Faculty Secretaries. Once equipped with instructions from our USAID experts I organized two meetings with Faculty Secretaries.

The first meeting was held on May 30th, 2013. During the first meeting, the Faculty Secretaries were introduced to the performance evaluation process, the importance of this process for UP and management, and their role in this process

Following the first meeting, the Faculty Secretaries received a survey link to the MMBT. The response period was open for a few days for Faculty Secretaries to complete the assessment online.

A second meeting with the Faculty Secretaries was organized after collecting and analyzing the results. My analysis of the data entailed looking at **(1)** low current-state scores; **(2)** size of gap between current- and desired future-state; and **(3)** median priority score assigned by respondents (i.e., High, Medium, Low) led to the selection of four parameters in which respondents indicated were critical issues. The second meeting, held on June 12th, 2013, explored those four major parameters identified as major performance issues. Following a brief presentation of results the Faculty Secretaries were divided into four groups with each group responsible for identifying performance gaps, root causes of those gaps, and interventions that the UP could undertake in order to improve performance.

The major issues identified by and “workshopped” with Faculty Secretaries were:

1. Financial Controls, Accounting, and Information System
2. Academic and Non-Academic Staff Motivation & Satisfaction
3. Governing Body Roles & Responsibilities
4. Governing Body Effectiveness

1. Financial Controls, Accounting, and Information System

The parameter “Financial Controls, Accounting, and Information System” in comparison with other parameters, shows a relatively low value of the current-state as indicated by the score of 4.43. This means that this parameters belongs in the ‘Developing’ stage, or stage two in a model with four stages ranging from ‘Basic’ to ‘Leading’. The gap between the current-state and desired future-state is 1.86 with a priority of 2.29 on a 3-point scale. On the basis of these values, this parameter represents an important issue for Faculty Secretaries.

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Kontrollit Financiare, Kontabiliteti dhe Sistemi i Informimit.														Si duhet të vë në prioritet Universiteti këtë parameter?						
Answer Options	1	2	3	4	5	6	7	8	9	10	11	12	Rating Average	Response Count	Answer Options	Ulet	Mesatar	Lartë	Rating Average	Response Count
Gjendja aktuale	0	0	0	2	1	3	0	0	0	0	0	0	4.43	7	Prioriteti	0	5	2	2.29	7
I deshiruar	0	0	0	0	0	1	2	3	0	0	0	0	6.29	7						
GAP													1.86							

In the discussion with the Faculty Secretaries they noted that UP finances are not yet fully transparent, and that auditors still consistently discover accounting irregularities and misuse of funds.

Root causes identified by Faculty Secretaries for this parameter are:

- Insufficient controls
- Inadequate staff and trainings (Accountant)
- Non-professional staff in accounting roles

Recommendations to remedy this performance gap are:

- Internal audits that will enhance good governance of all financial operations
- Medium and long-term budget sufficient planning
- Standardized trainings and programs to ensure the quality and integrity of information

2. Academic and Non-Academic Staff Motivation & Satisfaction

The parameter “Academic and Non-Academic Staff Motivation & Satisfaction” shows low value in comparison with other parameters in the current-state as identified by a score of 5.13. This means that this parameter also belongs in the ‘Developing’ stage. The gap between the current-state and desired future-state is 1.25 with a priority level of 2.23.

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Motivimi dhe Kënaqshmëria e Stafit Akademik dhe Jo-akademik.															Si duhet të vë në prioritet Universiteti këtë parameter?					
Answer Options	1	2	3	4	5	6	7	8	9	10	11	12	Rating Average	Response Count	Answer Options	Ulet	Mesatar	Lartë	Rating Average	Response Count
Gjendja aktuale	0	0	0	3	4	7	0	1	0	0	0	0	5.13	16	Prioriteti	1	8	4	2.23	13
I dëshiruar	0	0	0	1	0	2	4	5	2	0	0	0	6.38	16						
GAP													1.25							

In the discussion with the Faculty Secretaries they noted that the performance gap for this parameter is the demotivation of administrative staff in relation to academic staff.

The root cause is the very clear disparity in wages between the academic staff and non-academic staff and staff within central administration.

The recommendation to remedy this gap is to reduce wage inequality between the academic and non-academic staff members.

3. Governing Body Roles & Responsibilities

The parameter “University Board Roles & Responsibilities” shows a relatively low score in the current-state with a score of 4.00 with a very large gap 3.60 between current- and desired future-states, along with a priority 2.20.

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Rolet e Bordit të Universitetit & Përgjegjësitë.															Si duhet të vë në prioritet Universiteti këtë parameter?					
Answer Options	1	2	3	4	5	6	7	8	9	10	11	12	Rating Average	Response Count	Answer Options	Ulet	Mesatar	Lartë	Rating Average	Response Count
Gjendja aktuale	0	0	0	1	2	1	0	0	0	0	0	0	4.00	5	Prioriteti	0	4	1	2.20	5
I dëshiruar	0	0	0	0	0	1	1	2	1	0	0	0	7.60	5						
GAP													3.60							

Performance gaps identified by the Faculty Secretaries include:

- Lack of an action plan that sets priorities and objectives of the UP Board
- Unclear provisions of the statute collide with governing bodies of UP (Board and Senate)

Root causes identified are:

Performance Gap 1:

- Improper coordination between the Board and MEST
- Lack of legal provisions that define the timetable that requires compiling of a board action plan.

Performance Gap 2:

- The University board determines the financials and deals with the financial aspects of the University, but it also has authority to elect the UP Management; which may represent a conflict of interest. Therefore, the Senate of the UP could assume this authority of electing UP Management.

Recommendations to remedy these performance gaps are:

- Regular working meetings between the Board and Ministry for setting priorities, objectives and policies governing university
- Extracting a legal provision in the statute of UP that obliges the Board under a deadline for the submission (and communication) of the action plan

- To derive clear legal provisions which regulate the powers of these bodies, including the status of UP and the law on higher education

4. University Board Effectiveness

The parameter “University Board Effectiveness” indicates a low score on the current-state given the score of 4.33. This mean that this parameter also belongs in the ‘Developing’ stage, with a gap between current- and desired future-state of 1.67 and a priority level of 2.33.

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Efektshmëria e Bordit të Universitetit.															Si duhet të vë në prioritet Universiteti këtë parameter?					
Answer Options	1	2	3	4	5	6	7	8	9	10	11	12	Rating Average	Response Count	Answer Options	Ulet	Mesatar	Lartë	Rating Average	Response Count
Gjendja aktuale	0	0	0	2	1	1	1	0	0	0	0	0	4.33	6	Prioriteti	0	4	2	2.33	6
Idëshiruar	0	0	0	0	0	1	2	2	0	0	0	0	6.00	6						
GAP													1.67							

The performance gap identified was a lack of strategy for ensuring adequate resources in UP.

Root causes identified are:

- Lack of financial resources
- Insufficient activity of the Board with regard to securing financial resources

Recommendations to remedy this performance gap were:

- Development of a strategy for ensuring adequate resources for UP
- To expand public-private partnerships

7.7.4 University Senate (Fidan Hamiti)

MMBT SUMMARY REPORT – UNIVERSITY SENATE

On the research results, problems identified during the meetings with members of the Senate of the UP, and the recommended solutions for the identified problems and their root causes.

Date: 27.6.2013

Reporter: Fidan Hamiti – PAT member

Executive Summary:

The Office of the Rector of the University of Prishtina, with the support of USAID has launched a project which aims to evaluate performance and capacity evaluation at the UP in order to gain a clear overview on the current situation in which the UP finds itself.

For this reason, the UP has taken the initial steps in institutionalizing the initiatives for the development of capacity and to ensure a measurable performance improvement. The instrument used during this research is called Maturity Model Benchmarking Tool (MMBT). This tool enables participants to determine the current-state level of performance of the UP and the desired future-state level of performance using an organizational maturity scale tailored to the university. This gave an opportunity to the participants, in this case members of the Senate of the UP, to share their opinions on where the UP is right now, where they would like the UP to be in 12-18 months, and give constructive ideas on how to achieve the desired results.

This process has aided in the identification of root causes as well as problems which have been documented based on the research results of the Senate of the UP as well as the determination of actions which need to be taken in order to eliminate these problems and increase performance.

The process:

The Performance Assessment Team (PAT) received all the necessary instructions from the USAID advisors Mr. Erik Spurgin and Mrs. Marlana Valdez as how to proceed with administering the MMBT, the necessary preparations for the presentation of the aim of the research, and its importance to the UP.

My role as unofficial leader of the Performance Assessment Team, among other things, was the facilitation of the MMBT performance assessment with the Senate of the UP.

In total, the MMBT was submitted by 20 members of the Senate. There were two meetings organized – the first was held on 31.5.2013 in which 35 members of Senate were trained on the process of completing the MMBT and how the results would be used to inform performance improvement initiatives at the UP. The second meeting was held on 14.6.2013; 30 members of Senate attended and learned of the results of the performance assessment.

After the Senate of the UP submitted their responses to the MMBT survey, an analysis of the results was conducted. Based on the findings, the four most sensitive parameters were discussed with the attendees of the second meeting.

Parameters which were discussed during the second meeting with the respondents of the Senate were:

1. Student Admissions and Retention
2. Research
3. Evaluation and Data Analysis
4. Communications Strategy and PR Campaigns

The following section details how the Senate of the UP described and discussed these issues (performance parameters) deemed by them to be most critical.

Note: Performance parameter scores fall into one of four stages of organizational maturity on a

continuum ranging from 'Basic' to 'Leading'. Individual scores reported below are on a 12-point scale (1=Most Basic, 12=Most Leading), and priority levels identified are on a 3-point scale (1=Low, 3=High). Abbreviations include 'Performance Gap' (i.e., PG1, PG2), and 'Root Cause' (i.e., RC1, RC2).

1. Student Admissions and Retention

The respondents have assessed that the present level of the performance parameter "*Student Admissions and Retention*" is at the 'Developing' stage with a score of 5.15 (12-point scale), and the Senate desires performance to be at the 'Advanced' level, ideally reaching a score of 8.50 within the next 12-18 months. According to Senate members this issue is a high priority and indicated a priority score of 2.62 (3-point scale).

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Pranimi & Mbajtja e Studentëve														
Answer Options	1	2	3	4	5	6	7	8	9	10	11	12	Rating Average	Response Count
Gjendja aktuale	0	0	2	4	3	1	2	0	0	1	0	0	5.15	13
I dëshiruar	0	0	0	0	0	0	3	2	5	2	0	0	8.50	12

Si duhët të vë në prioritet Universiteti këtë parameter?					
Answer Options	Ulët	Mesatar	Lartë	Rating Average	Response Count
Prioriteti	0	5	8	2.62	13

The Senate discussed how the criteria for admissions are not fully implemented (PG1), politics and the criteria for admission aren't fully implemented (PG2), how there is a bigger investment in students for social sciences and less of an investment for those students of applied sciences (PG3), and the lack of attractiveness for the admitted students to continue their studies (PG4). As root causes for the performance gap the senate have identified: as a root cause for the non-full implementation of admissions criteria we have identified that the UP doesn't take part in selection of the admission criteria (PG1RC1), for the non-full implementation of the politics and criteria of admissions as a root cause was identified the lack of programs that monitor and ensure implementation of the criteria by admitted students (PG2RC1), as for the bigger investment in students for social sciences and not for those of applied sciences as a root cause weak preparation of secondary school students in applied sciences (PG3RC1) was identified, and lastly the lack of attractiveness for the admitted students to continue their studies, the root cause is simply, lack of committees (PG4RC1).

Recommendations:

- Admission criteria to be set by UP
- Establishment of a committee for the observation in the level of University
- Better orientation of the students in secondary schools
- A bigger motivation for natural sciences
- A better link of the economy with the university
- More scholarships for student support

- Reduction of the number of students

2. Research

The respondents have rated the level of the performance parameter “*Research*” in the ‘Developing’ stage (4.38), while, according to them, it is desired that the UP be at the ‘Advanced’ level (7.92). Members of the Senate believe this should be given a high priority (2.54).

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Hulumtimi.														
Answer Options	1	2	3	4	5	6	7	8	9	10	11	12	Rating Average	Response Count
Gjendja aktuale	0	1	6	1	1	3	0	0	0	1	0	0	4.38	13
I dëshiruar	0	0	0	0	1	2	3	0	5	2	0	0	7.92	13

Si duhët të vë në prioritet Universiteti këtë parameter?					
Answer Options	Ulët	Mesatar	Lartë	Rating Average	Response Count
Prioriteti	1	4	8	2.54	13

When we discussed the results of this parameter with members of the Senate of the UP it was concluded that there is low research activity (PG1), and there is stagnation both in the advancement and independence of research work (PG2). Root causes of PG1 were lack of funds and facilities (PG1RC1), and dysfunctional Institutes (PG1RC2). Root cause for PG2 was determined as the lack of ability to have access to international literature (PG2RC1).

Recommendations:

- Institutional access change
- Engagement of academic staff for application in international projects
- Maintenance of legislative, administrative and financial obstacles
- Assuring funds from relevant institutions in order to create a better environment for access to international literature (UP, MEST etc.)

3. Evaluation and Data Analysis

The respondents have appraised the level of the parameter “*Evaluation and Data Analysis*” in the ‘Developing’ stage (5.50), while according to them it is desired that this parameter be at the advanced level (9.25), according to the respondents this parameter should have high priority (2.88) too.

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Vlerësimi dhe Analizimi i të Dhënave.														
Answer Options	1	2	3	4	5	6	7	8	9	10	11	12	Rating Average	Response Count
Gjendja aktuale	0	0	1	2	1	3	0	0	0	1	0	0	5.50	8

I dëshiruar	0	0	0	0	0	0	1	1	3	1	2	0	9.25	8
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Si duhët të vë në prioritet Universiteti këtë parameter?

Answer Options	Ulët	Mesatar	Lartë	Rating Average	Response Count
Prioriteti	0	1	7	2.88	8

Bad infrastructure was identified as a performance gap with the lack of a center for data processing (PG1RC1) as a root cause. Lack of operative system for data analysis (PG1RC2), lack of publication of important data (PG1RC3), and lack of data control (PG1RC4) were also identified as significantly hampering performance in this area.

Recommendations:

- A center for processing data must be established
- Operative system of data analysis should be in place
- Establish a mechanism for publication of important data
- Data should be controlled and all this in cooperation with MEST

4. Communications Strategy and PR Campaigns

The respondents have rated the parameter “*Communications Strategy and PR Campaigns*” at the lowest end of the ‘Developing’ stage (4.00) and desires performance to be at the ‘Advanced’ level (8.29). This parameter should be given an extremely high priority (2.75).

Ju lutem lexoni përshkrimet e mësipërme dhe vlerësoni aty ku besoni se renditet universiteti aktualisht, dhe ku mendoni se mund të jetë në aspektin e Strategjitë e komunikimit dhe Fushatat për Marrëdhënie me Publikun.

Answer Options	1	2	3	4	5	6	7	8	9	10	11	12	Rating Average	Response Count
Gjendja aktuale	0	0	1	2	0	2	1	0	0	1	0	0	4.00	10
I dëshiruar	0	0	0	0	0	0	3	0	3	1	0	0	8.29	7

Si duhët të vë në prioritet Universiteti këtë parameter?

Answer Options	Ulët	Mesatar	Lartë	Rating Average	Response Count
Prioriteti	0	2	6	2.75	8

It was identified that internal and external communication is the performance gap for this parameter and one Senator said “there is a Chinese wall between faculties”. Root causes for this parameter are: lack of strategy (PG1RC1), lack of courier mechanisms within faculties – lack of competent persons for internal communication and for communication with the public (PG1RC2), lack of a culture for public relations (PG1RC3), and lack of funds for a technical and professional system for communication (PG1RC4).

Recommendations:

- Compilation of a PR strategy
- Building a sustainable communication system
- Appointment of a spokesman
- Training of personnel in communication
- Fund allocation, creation of conditions and technical equipment
- Engagement of an agency for communication
- Publishing of a university magazine and university newspaper

7.8 Performance Gap Framework

The tables below represent the Performance Gaps (PG), Root Causes (RC), and proposed Interventions (INT) that have been integrated from the five groups in the Performance Assessment.

1. Research		
Performance Gaps (PG)	Root Causes of Performance Gaps (RC)	Interventions to Address Root Causes of Performance Gaps (INT)
PG1: Lack of scientific activities at UP	PG1RC1: Lack of motivation	PG1RC1INT1: Strengthening the capacity of the University to support scientific research
		PG1RC1INT2: Regulations on intellectual property rights
	PG1RC2: Insufficient funds	PG1RC2INT1: Applications for national and international funds
		PG1RC2INT2: Commercialization of scientific work
PG2: Lack of trained staff to apply for research projects	PG2RC1: Lack of research incentives	PG2RC1INT1: Strengthening the working group to facilitate applying for research projects
	PG2RC2: Lack of synergy between teachers and students	PG2RC2INT1: Implementation of the new research strategy
PG3: Lack of motivation and incentive for conducting research activities.	PG3RC1: Research is mainly accomplished on individual initiative	PG3RC1INT1: Develop criteria for financial incentives for personnel involved in scientific research
		PG3RC1INT2: Develop human resources for research activities
	PG3RC2: Lack of infrastructure for the development of research.	PG3RC2INT1: Functional laboratories and institutes equipped with appropriate infrastructure
		PG3RC2INT2: Develop database of existing research infrastructure at the University of Pristina
	PG3RC3: Lack of cooperation with public and private sector in the implementation of research projects that are a function of economic and social development	PG3RC3INT1: Develop mechanisms and instruments for providing vocational programs of various duration in accordance with market demand
		PG3RC3INT2: Encourage the inclusion of economic and social entities in the design and implementation of academic -oriented research
		PG3RC3INT3: Conduct training and provide technical assistance for project development

Performance Gaps (PG)	Root Causes of Performance Gaps (RC)	Interventions to Address Root Causes of Performance Gaps (INT)
PG4: Lack of encouragement and support for research students	PG4RC1: Lack of scientific journals in the faculties	PG4RC1INT1: Train faculty and students on research skills and administration to enable journal publication
	PG4RC2: The lack of an office or official advice on the preparation of scientific and research works	PG4RC2INT1: Create an office or officer in each faculty that offers advice and training for the implementation of scientific and research works.
	PG3RC3: Lack of budget determined by research students	PG4RC3INT1: Divide budget which will be determined for conducting research (engaging students in research)
	PG3RC4: Faculty, administration and UP students lack research skills	PG4RC4INT1: Ensure training of academic staff, administration and students of UP for new methods and research programs
PG5: Low research activity	PG5RC1: Lack of funds and facilities	PG5RC1INT1: Institutional exchange programs
	PG5RC2: Dysfunctional Institutes	PG5RC1INT2: Academic staff applies for more international projects PG5RC2INT1: Create institutes in all faculties; revitalize institutes
PG6: Stagnation in advancement and in independent research work (staff is overloaded)	PG6RC1: Lack of access to international literature	PG6RC1INT1: Assuring funds from relevant institutions in order to create a better environment for access to international literature (UP, MEST etc.)

2. Academic Staff & Teaching		
Performance Gaps (PG)	Root Causes of Performance Gaps (RC)	Interventions to Address Root Causes of Performance Gaps (INT)
PG1: Small number of teaching staff	PG1RC1: Small number of teaching staff	PG1RC1INT1: Increasing the number of teaching staff
		PG1RC1INT2: Increasing full time teaching staff
	PG1RC2: Engaged in teaching at other universities	PG1RC2INT1: Staff promotions based on meritocracy
	PG1RC3: Lack of interdisciplinary cooperation	PG1RC3INT1: Improve interdisciplinary cooperation
PG2: Classical teacher-centric teaching methods	PG2RC1: Lack of modern teaching skills	PG2RC1INT1: Training the academic staff (Striving for excellence)
	PG2RC2: Using old teaching methodology	PG2RC2INT1: Internal and external evaluation and monitoring (feedback results)
	PG2RC3: Lack of updated literature	PG2RC3INT1: Use of updated literature
	PG2RC4: Lack of new teaching methodology	PG2RC4INT1: Synergies between teaching and research performance

3. Communications Strategy & PR Campaigns		
Performance Gaps (PG)	Root Causes of Performance Gaps (RC)	Interventions to Address Root Causes of Performance Gaps (INT)
PG1: Intra-University communications barriers	PG1RC1: Lack of communication structures/systems	PG1RC1INT1: Establishing relevant structures
	PG1RC2: Lack of tradition	PG1RC2INT1: Culture development related to modern communication (Using FB, Twitter, etc.)
PG2: Lack of strategy	PG2RC1: Lack of human resources	PG2RC1INT1: Staff training, development
	PG2RC2: Lack of funding	PG2RC2INT1: Budget planning for communications strategy & PR campaigns

Performance Gaps (PG)	Root Causes of Performance Gaps (RC)	Interventions to Address Root Causes of Performance Gaps (INT)
PG3: Internal and external communication is not at the desired level - "there is a Chinese wall between faculties"	PG3RC1: Lack of strategy	PG3RC1INT1: Compilation of a PR strategy
	PG3RC2: Lack of mechanisms within faculties – lack of competent person for internal communication and for communication with public	PG3RC2INT1: Building a sustainable communication system
	PG3RC3: Lack of culture for PR	PG3RC3INT1: Appointment of a spokesperson
		PG3RC3INT2: Training of personnel in communication
		PG3RC4INT2: Engagement of an external agency for communication
		PG3RC4INT3: Publishing a university magazine and university newspaper

4. Revenue Generation & Financial Viability		
Performance Gaps (PG)	Root Causes of Performance Gaps (RC)	Interventions to Address Root Causes of Performance Gaps (INT)
PG1: Insufficient Funds	PG1RC1: Lack of formula for financing institutions of higher education	PG1RC1INT1: Lobby MEST to issue administrative instruction including funding formula
		PG1RC1INT2: Legal requirement that UP owns its revenue generated resources
	PG1RC2: Failure to explore other options for raising revenue, including commercializing research and services	PG1RC2INT1: Expand Life Long Learning Program (Need administrative staff budget code)
		PG1RC2INT2: Background study on increasing tuitions and additional fees
		PG1RC2INT3: UP partnership private sector
	PG1RC3: Poor management of budget for capital investments	PG1RC3INT1: Define planning cycle
	PG1RC4: Inadequate planning and lobbying	PG1RC4INT1: Improving management of resources

5. Facilities, Infrastructure & Equipment		
Performance Gaps (PG)	Root Causes of Performance Gaps (RC)	Interventions to Address Root Causes of Performance Gaps (INT)
PG1: Not enough spaces for teaching process and learning	PG1RC1: Insufficient budget for capital cost	PG1RC1INT1: Increasing the budget for capital spending
		PG1RC1INT2: Rationalization of using infrastructure (space) – creating central room reservation system
PG2: Not enough laboratories with appropriate equipment for development of research process	PG2RC1: Insufficient budget for conducting research activities	PG2RC1INT1: More access to international funds dedicated for research activities
		PG2RC1INT2: Budget rationalization for research needs with priorities
PG3: Low Quality Equipment	PG3RC1: Insufficient physical space, infrastructure dysfunctional and low equipment.	PG3RC1INT1: Develop a system to identify and maintain equipment and infrastructure in general.
	PG3RC2: Procedures for ensuring the equipment is bureaucratic.	PG3RC2INT1: Develop a policy to promote effective use of equipment.
	Lack of funds for infrastructure and tools.	PG3RC2INT2: University should simplify the procedure for obtaining equipment
		Use funds from alternative sources such as international projects, projects of national science program, etc., to improve infrastructure, equipment.

6. Academic and Non-Academic Staff Motivation & Satisfaction		
Performance Gaps (PG)	Root Causes of Performance Gaps (RC)	Interventions to Address Root Causes of Performance Gaps (INT)
PG1: Demotivation of administrative staff in relation to academic staff	PG1RC1: Very clear disparity in wages between the academic staff and non-academic and central administration	PG1RC1INT1: Reduce wage inequality between the academic and non-academic staff

7. University Board Roles & Responsibilities		
Performance Gaps (PG)	Root Causes of Performance Gaps (RC)	Interventions to Address Root Causes of Performance Gaps (INT)
PG1: Lack of an action plan that set priorities and objectives of the UP board	PG1RC1: Improper coordination between the board and MEST	PG1RC1INT1: Regular working meetings between the Board and Ministry for setting priorities, objectives and policies governing university
	PG1RC2: Lack of legal provisions that define the timetable for Board creation of an action plan	PG1RC2INT1: Legal provision in the statute of UP that obliges board deadline for creation of the action plan
PG2: The unclear provisions of the statute collide with governing bodies of UP (Board - Senate)	PG2RC1: As long as the board deals with the financial aspects of the University and also has the power to elect the UP management, it is reasonable to make the University Senate the body that deals with academic issues.	PG2RC1INT1: To derive clear legal provisions which regulate the powers of these bodies, including the status of UP and the law on higher education

8. University Board Effectiveness		
Performance Gaps (PG)	Root Causes of Performance Gaps (RC)	Interventions to Address Root Causes of Performance Gaps (INT)
PG1: Lack of strategy for ensuring adequate resources in UP	PG1RC1: Lack of financial resources and poor resource allocation	PG1RC1INT1: Developing a strategy for ensuring adequate resources for UP
	PG1RC2: Insufficient activity of the Board in this regard	PG1RC2INT1: Expand public-private partnerships

9. Student Admission and Retention		
Performance Gaps (PG)	Root Causes of Performance Gaps (RC)	Interventions to Address Root Causes of Performance Gaps (INT)
PG1: Admission of students is based on the criteria set out in a transparent manner, however, there is no retention strategy	PG1RC1: University of Pristina revised maximum number that can be accommodated each year under pressure from MEST	PG1RC1INT1: Monitor performance indicators relating to the admission and retention of students.
		PG1RC1INT2: Raise the eligibility criteria and administer keeping Programs Successful Students academically.
	PG1RC2: There is outside interference on admission and registration of students, and this situation does not guarantee successful students.	PG1RC2INT1: University of Pristina should not be forced to accept students except through a transparent enrollment process.
PG2: There are irregularities in the admission of	PG2RC1: Nepotism and interventions	PG2RC1INT1: Establish office for complaints (an independent body) in each faculty
		PG2RC1INT2: Ensure transparent publication of admissions exam results
		PG2RC1INT3: Define clear policies for admission of students
		PG2RC1INT4: Take action against corrupt people in faculties and Rectorate

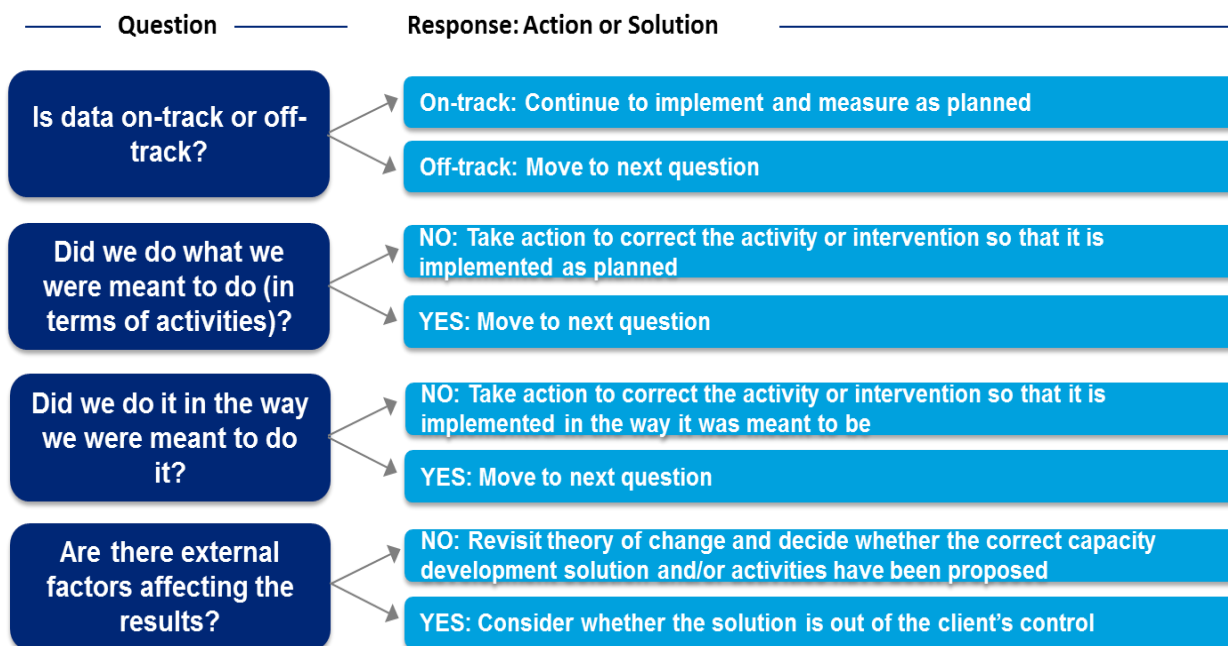
students	PG2RC2: Disregarding admission criteria and deadlines established for admission of students	PG2RC2INT1: Take actions to respect the competition of student admissions (number of students determined by competition)
PG3: Rector and faculty do not monitor and evaluate the achievements of students and provide services for academic support	PG3RC1: Missing separate office keeping records on the achievements (and academic difficulties) of students	PG3RC1INT1: Open office to provide academic support services to students potentially "at risk" for losing year or facing difficulties in studies
	PG3RC2: Low awareness of the Rectorate and faculty staff of the importance of this process	PG3RC2INT1: Raise awareness of the Rector and faculty staff of the importance of the process of monitoring student achievement
PG4: Criteria for admissions aren't fully implemented	PG4RC1: UP doesn't take part in creating of the admission criteria	PG4RC1INT1: Admission criteria to be set by UP
PG5: Lack of full implementation of policies and criteria for admission	PG5RC1: Lack of programs that monitor and ensure implementation of the criteria for admission	PG5RC1INT1: Establishment of a committee for the observation of the admissions process
PG6: Big investment in students for social sciences and not for those of applied sciences	PG6RC1: Weak preparation of secondary school students in applied sciences	PG6RC1INT1: Better orientation of the students in secondary schools
		PG6RC1INT2: A bigger motivation for natural sciences
PG7: Lack of attractiveness for admitted students to continue studies	PG7RC1: Simply, lack of committees	PG7RC1INT1: A better link of the economy with the university
		PG7RC1INT2: More scholarships for student support
		PG7RC1INT3: Reduction of the number of students

10. Assessment of Student Learning		
Performance Gap (PG)	Root Causes of Performance Gaps (RC)	Interventions to Address Root Causes of Performance Gaps (INT)
PG1: Lack of permanent and transparent assessment of students	PG1RC1: Students are not allowed to review their exams with professors	PG1RC1INT1: The obliged professors should respect the schedule of consultations for students
	PG1RC2: Lack of commitment of academic staff (professors are engaged in other tasks)	PG1RC2INT1: Professors should respect work schedule and cease outside employment
		PG1RC2INT2: To undertake the actions for the use of oral questioning of students (except the written test because unfortunately there has copying by students)
PG2: After graduation, students do not have knowledge, skills and competencies needed to contribute to society	PG2RC1: Lack of literature in Albanian language and online literature	PG2RC1INT1: Increase budget allocated for promoting and supporting the publication of Albanian language books
		PG2RC1INT2: Post literature in electronic form on websites of the faculties
	PG2RC2: During the studies, the students don't do practical work (internship)	PG2RC2INT1: The practical work (internships) of students should be obligatory in all faculties
		PG2RC2INT2: Academic staff should be committed to providing practical work for students
		PG2RC2INT3: Student supervision should be required during practice (internships) by faculty (professors)
		PG2RC2INT4: Faculties should establish cooperation with companies
	PG2RC3: Students are not allowed access to new laboratories or laboratories are outdated	PG2RC3INT1: Allocate budget for the purchase of new laboratories and also give students to access to new research laboratories and practical work
	PG2RC4: There are not organized study visits for students at home country and abroad	PG2RC4INT1: Budget should be provided for student study tours for inside country and abroad
11. Intra- and Inter-Sectoral Partnerships		

Performance Gap (PG)	Root Causes of Performance Gaps (RC)	Interventions to Address Root Causes of Performance Gaps (INT)
PG1: Faculty cooperation with companies and public / private institutions to engage students is unsatisfactory	PG1RC1: Lack of management initiatives and commitment of faculties and academic staff to engage students in practice or in institutions visit	PG1RC1INT1: Establish mechanisms for enhanced cooperation between faculties and companies / institutions
	PG1RC2: Student councils do not play the role they should (are politicized)	PG1RC1INT2: Allocate budget for visits to various companies and institutions by students
	PG1RC3: Lack of office for foreign cooperation in each faculty	PG1RC2INT1: Establish mechanisms for monitoring the work of the students councils
		PG1RC3INT1: Establish office for foreign cooperation in each faculty

12. Evaluation and Data Analysis		
Performance Gap (PG)	Root Causes of Performance Gaps (RC)	Interventions to Address Root Causes of Performance Gaps (INT)
PG1: Poor infrastructure	PG1RC1: Lack of center for data processing	PG1RC1INT1: A center for processing data must be established
	PG1RC2: Lack of operative system for data analysis	PG1RC2INT1: Operative system of data analysis should be in place
	PG1RC3: Lack of publication of important data	PG1RC3INT1: Establish a mechanism for publication of important data
	PG1RC4: Lack of data control	PG1RC4INT1: Data should be controlled in cooperation with MEST

7.9 Managing to the Data and Performance Management – Decision Tree



Creating Vision Statements for the University of Prishtina (UP) and the Office of the Rector (UPOR)

Goal: To create a simple, yet powerful, phrase that can serve as a reference point for any UP or UPOR activity. For instance, at any time members of UPOR can ask themselves “How is what I am doing right now promoting, reinforcing, or moving us closer to achieving our Vision?”

The Vision for the Office of the Rector should be aligned to, but distinct from, the University Vision. A checklist is provided below to validate the efficacy of the Visions, and a brief communications plan to notify UP’s “customers”.

Elements: High-quality Vision statements contain each of four elements: **(1)** Statement of purpose; **(2)** Citation of core values that represent the spirit; **(3)** Overarching goal to which there is total commitment; and **(4)** Description of the Office of the Rector should it succeed in achieving its overarching goal in a way that is consistent with its purpose and values. (<http://www.osu.edu/academicplan/vision.php>)

University Vision Statement: The University of Prishtina is the leading institution of higher education and scientific research in the Republic of Kosovo, focusing on the development of quality, active participation in the social debate, and supporting the development of comprehensive economic and social development in the Republic of Kosovo.

Office of the Rector Vision Statement: The Office of the Rector strives to make the University of Pristina a destination university that is known as an inquiry-driven, ethically engaged, and diverse community. We strive to lead by example with transparency and accountability in our operations. We work collaboratively towards excellence in teaching, research, scholarship and social action.

Components parts of the UP Vision tied to Values:

1. **Leading institution**
 - a. Higher education
 - b. Scientific research
2. **Purpose:**
 - a. Quality, active participation in social debate
 - b. Support development of economic and social improvement in Kosovo

Components parts of the UPOR Vision tied to Values:

1. Destination university
2. Known as:
 - a. Inquiry-driven
 - b. Ethically engaged
 - c. Diverse community
3. Lead by example
4. Transparency
5. Accountability in operations
6. Work collaboratively
7. Excellence in
 - a. Teaching

- b. Research
- c. Scholarship
- d. Social Action

Vision Check: The Visions meet the checklist criteria for the four elements that they should contain. Additionally the Visions are aligned with each other and with the UP and UPOR values.

Activities for Communicating the Visions:

#	Activity	Target Date
1	Publish the University Mission and Vision that was Board-approved on 24 th of June. Do so in the traditional way that announcements are communicated.	July 8
2	Announce that a new Vision specifically for the Office of the Rector is coming. Indicate that it will be aligned to the UP Vision, but with an exciting, refreshing twist.	July 10
3	Teaser communication #1 regarding the forthcoming Vision for the Rectorate.	July 12
4	Teaser communication #2 regarding the forthcoming Vision for the Rectorate. Describe the process of selecting a Vision – post the four elements of an effective Vision in order to promote transparency.	July 16
5	Announce the new Vision via UP website, UP Facebook page, Twitter, and issue a press release. Also, ask for comments on the Facebook page for an informal measure of “crowd” acceptance or approval of the new Vision for the Rectorate.	July 19
6	Review the comments. Be amenable to making changes if there is low acceptance. Consider posting alternative Vision statements and putting them to a vote using “Likes” on the UP Facebook page. Post new or revised Vision for the Rectorate as needed.	July 26
7	Reinforce the Vision by making a “call to action” asking for help in enforcing compliance to the Vision. Indicate that this is new and that there will be growing pains associated with transforming the UP, so request that everyone be vigilant in holding the Rectorate accountable for action. Integrate the message of the Vision across future internal communications. For example, in the Rector’s Blog be certain to periodically and specifically cite how any action is consistent with the Vision.	August 5 & Ongoing

Example of Vision integration in Internal Communications: The following announcement (edited for style) was published July 1st, 2013 on the UP website. In **bold, italic print** are instances in which the Vision of the Office of the Rector can be incorporated into everyday announcements and messages.

Gashi Rector met with Deputy Commander of KFOR Bojan Pograjc

University of Pristina “Hasan Prishtina” Rector Ibrahim Gashi, Ph.D. met with the Deputy Commander of KFOR, Pograjc Bojan and his staff. Meeting participants discussed the possibilities of cooperation between the UP and KFOR **with Rector Gashi citing that the integrity and hard work emulated by**

KFOR Command was an inspiration to the Rectorate and ethic that he is aiming to better emulate.

To that end, Rector Gashi informed his guests about the developments in UP and its participation in international projects **with the purpose of creating and disseminating of knowledge for the citizenry of the Republic of Kosovo.** Further discussion focused on how the UP, as an institution of higher education in Kosovo, could offer **more curricular focus** to build bridges between people **and serve Kosovo** in the preservation of peace – specifically via increased cooperation with European universities in the field of security. Deputy Commander Pograjc promised to create contacts with Slovenian universities to cooperate with UP that should open up additional opportunities for students and academic staff alike, and he raised the idea of using the UP as an implement to conduct a special program of study for the Kosovo Security Force that could train forces. **This helps make the UP a destination of learning, and produces revenue which could then be allocated to improving other university programs.**

7.11 Statements of Differences Regarding Significant Unresolved Difference(s) of Opinion

There were no significant unresolved differences of opinion on the Performance Solutions Package or process for moving forward on the UP transformation initiative. The Stakeholder Group met in a ½ day retreat and reached consensus on the top five issues facing UP and approved reports of the SG sub-groups working on each of these issues.

UPOR participated in a full-day retreat in which specific sections of the PSP were reviewed and agreed upon.

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7.13 Disclosure of Conflict(s) of Interest for the Technical Advisor

I, Marlana R. Valdez, Higher Education Advisor on USAID Task Order, Technical Assistance to the Office of the Rector, hereby affirm that I have no conflict of interest relating to this project. I have never worked for or consulted with the University of Prishtina or any other organization in the Republic of Kosovo. I have never worked for or consulted with USAID.

The opinions and recommendations in this report are solely mine and based on my observations, analysis, and technical expertise.

7.14 PAT Member Self-Assessment of Learning

PAT Members,

We want to thank you for your participation in the Performance Assessment Team over the course of this USAID project providing Technical Assistance to the Office of the Rector. Although this project is drawing to an end, fortunately your involvement in the Performance Assessment Team and developing capacity using HICD (Human & Institutional Capacity Development) tools and methods is ongoing.

Please complete the self-assessment below. This can assist as an informal development planning tool to identify actions for your continuous growth in the area of performance improvement. It also assists USAID Technical Advisors improve how to coach and mentor on future programs.

1. On a scale of 1-10 (Lowest to Highest), please indicate your understanding of applying a systematic methodology for improving institutional performance before and after Technical Assistance.

PAT Member	B e f o r e	
Besnik Fetahu	2	
Besnik Loxha	1	
Fidan Hamiti	5	
Elmedina Nikoceviq	1	
Hajrullah Hajrullahu	3	
AVERAGE	2.4	

2. Please describe what most contributed to building your capacity.

PAT Member	Response
Besnik Fetahu	My participation at the Performance Assessment Team was very useful because I have learned the methodology in developing projects in order to realize and measure counterpart performance and capacity improvements. From my participation I have learned how to use and manage the Deloitte's Maturity Model Benchmarking Tool (MMBT). It was for the first time that I saw as a perfect model tool, for to map their current and desired states of performance against a standard scale of maturity.
Besnik	The methods which has been used for performance

Loxha	assessment process was new method for me, which helped me to understand and to use the tool which can identify the obstacles that inhibit the stakeholders, faculty coordinators, students and faculty secretaries to realize their desired performance in UP. Second thing very important for me was the method which has been used to transfer Quantitative data into Qualitative descriptions.
Fidan Hamiti	I consider that we have gained a solid capabilities to lead a process for measuring the performance of UP. Also, even I have made quantitative research during my studies this was a good way to practice and systematically be mentored by a professionals like the USAID experts (Mr. Erik Spurgin and Ms. Marlana Valdez). I think that in this state of issue the most important was the methodology we learned for measuring the performance a HEI. We really think that we have been well trained to continue the professional work that started Mrs. Valdez and Mr. Spurgin.
Elmedina Nikoceviq	My participation in the Performance Assessment Team has contributed to the development of my knowledge to use the research instrument Maturity Model Benchmarking Tool MMBT that enables measurement of an organization's performance. Also, being part of the PAT has helped me to develop my capacity to contribute in the process of analyzing the achievements of UP and to develop the reforms towards a more genuine system of higher education in the future.
Hajrullah Hajrullahu	<p>Crowdsourcing Initiatives:</p> <ol style="list-style-type: none"> 1. University communication with students 2. Creation of a code of conduct for the academic staff at the University <p>Maturity Model Benchmarking Tool (MMBT) – an instrument used to ensure a measurable performance improvement</p>

3. What would you have liked to have more of in order to increase your learning?

PAT Member	Response
Besnik Fetahu	I hope that the assessment of the University of Prishtina, will continue at the next year by the Performance Assessment Team. It is necessity to compare the results per years, to see and identify were it successful the proposed interventions in resolving the current situation of the University of Prishtina.
Besnik Loxha	I would like to be organized more trainings for designing online survey of performance assessment process. How to

	design online tool for assessment? This will help me to use the tool also for other evaluation purposes.
Fidan Hamiti	If it would be possible, in the future I would like to have a little bit less professional work during the time of implementing projects like this while the timing of the project should be a little bit longer. Maybe do discussion about the graphics, about the domains and sub-parameters and focus more just in few of them and measuring just few of them so the effectiveness of our work will be higher.
Elmedina Nikoceviq	Regarding lectures and meetings with two American experts, I am very pleased with their performance and with possibility to cooperate with them. Any information that is provided has been explained clearly and precisely. Experts have been very close and open to notify us with the process. When we needed additional explanations, they were willing to meet with us.
Hajrullah Hajrullahu	N/A

4. What sort of development activities would you most like to undertake in the next 6-12 months that you feel would further improve your knowledge and ability to affect reform at the University of Prishtina?

PAT Member	Response
Besnik Fetahu	<ol style="list-style-type: none"> 1. Using the MMBT model in measuring only one domain, specific parameter for example Research (in general). 2. Proposing to strength the unit for supporting scientific research, creating the development plan. 3. Making the database for all research projects (fact sheets) at the UP. Presenting the most successful projects to others. Facilitating to the projects development and applications, etc.
Besnik Loxha	<ol style="list-style-type: none"> 1. Online teaching and course evaluation 2. Establishing students workload evaluation system 3. Settings rules for constant evaluation, publication of results and follow up measures
Fidan Hamiti	<ol style="list-style-type: none"> 1. Have more training in creating and administering MMBT. 2. Maybe have training on doing quantitative and qualitative research. 3. Have some more training in using Survey Monkey etc.
Elmedina Nikoceviq	<ol style="list-style-type: none"> 1. Participation in training on methods and research tools 2. To be part of a research working group that will develop policies for the implementation of various researches in UP. UP needs statistics (where are our graduates, are many of them employed, did they registered master studies, etc.) and they are unfortunately missing. Development and reforms cannot be measured unless we

	<p>don't set clear objectives where we want to be and until we don't measure at what stage we are.</p> <p>3. Projects for the reform of career services (to increase awareness of UP management about the role of career services and the importance of investment for the development of appropriate infrastructure (human and technical) for the provision of career services).</p>
Hajrullah Hajrullahu	Another crowdsourcing initiative asking for alternative ways the university can raise money

5. In 1-2 paragraphs, please describe your overall experience being on the Performance Assessment Team for this USAID engagement.

PAT Member	Response
Besnik Fetahu	<p>I have learned how to work as a team. How to identify problems, solve grand challenges or wicked problems. How to do an evaluation going through new instruments. How to do a map gap, identifying route causes and proposed interventions. And the team from USAID were very professional, open mind, facilitating in every piece of work, giving to as an excellent advice in managing process like, quality evaluation, developing new curricula and existing curricula, identifying successful research activities, etc.</p>
Besnik Loxha	<p>As a member of the PAT team, I have been responsible to administer the performance assessment to Faculty Secretaries. Once equipped with instructions from our USAID experts I organized two meetings with Faculty Secretaries</p> <p>During the first meeting, the Faculty Secretaries were introduced to the performance evaluation process, the importance of this process for UP and management, and their role in this process.</p> <p>Following the first meeting, the Faculty Secretaries received a survey link to the MMBT. The response period was open for a few days for Faculty Secretaries to complete the assessment online.</p> <p>A second meeting with the Faculty Secretaries was organized after collecting and analyzing the results. My analysis of the data entailed looking at (1) low current-state scores; (2) size of gap between current- and desired future-state; and (3) median priority score assigned by respondents (i.e., High, Medium, and Low) led to the selection of four performance parameters in which respondents indicated there was a critical need for improvement.</p>

Fidan Hamiti	<p>First of all, it should be mentioned that, as regard to this state of issue, the initiative for us was something new, secondly was something very practical and effective method to measure and increase the performance in all university's components, for me, for the PAT and for the University of Prishtina in general this was more than welcomed. Being part of something professional and well established such as this USAID project, was a good chance to increase professional capacities and as well learn new things. Overall it was nice feeling to bring the forces together with all PAT and other stakeholder members for the same aim.</p> <p>As I have said in the beginning of the project, I really take it as a privilege and something that by giving my contribution I can enhance my capacities. The real power of the project came from when all the peers involved in the UP completed the assessment and we got to median averages of how people scored. Next time we met we did the some scoring practice and identified where we want to get to next, and going how we will go forward. What really was beneficial wasn't just the quantitative data that informed some of our decision making processes and the advisors of USAID, but the conversations and the dialogue generating from all that was of a crucial point.</p> <p>In the end I would like to thank both experts, Mr. Erik Spurgin and Ms. Marlana Valdez who really did a professionals work for this project, while thanking the USAID I hope that we will continue having projects like this in the future very beneficiary for UP and for Kosovo in general.</p>
Elmedina Nikoceviq	<p>It was interesting experience and more influential in the development of my knowledge. I am glad that I had the opportunity to collaborate with my colleagues and two American experts. There was a spirit of genuine cooperation and proved that there was interest from the PAT team to reform the UP. I wish that the UP management will use human capabilities, especially trained staff, in developing and implementing the reforms in UP.</p>
Hajrullah Hajrullahu	<p>I'm glad I was a member of PAT, I've learned a lot for a transformation process, especially about crowdsourcing initiatives</p>

7.15 Performance Improvement – Monthly Reporting Form

The purpose of this form is to better capture activities performed in the implementation of the Performance Solutions Package.

Activity Description

Performance Parameter	Performance Gap Addressed	Performance Improvement Action Implemented	Expected Outcome	Responsible Person(s)	Date/Timeframe

Participants

Indicate the staff/stakeholders that were involved in this Performance Improvement Activity/Action.		
Name	Position/Title	Role in this Activity (if applicable)

Outcomes

Describe the challenges and constraints that were experienced and the steps taken to resolve them.	
Challenge/Constraint	Resolution

Describe how this Performance Improvement activity has affected staff performance or led to any changes in UP's programs, services or operations.

Describe how UPOR has increased participation in, or focus on, achieving objectives related to UP's Vision/Mission.

7.16 Performance Improvement – Quarterly Evaluation Form

The purpose of this form is to better enable UPOR to track the impact of their performance improvement initiatives. This form should be updated quarterly and submitted. The Monthly Capacity Building Report should feed into the data for this form.

Performance Parameter	Performance Gap	Performance Improvement Activity/Actions	What are you doing differently following the Performance Improvement Activity/Actions?	Performance Improvement (What was the impact of the capacity building activities/actions?)		How did you verify that the capacity building activity addressed the gap had performance improved?
				Individual Level	Organizational Level	

7.17 Relevant Sections of MEST Strategic Plan 2011-2016

Republic of Kosovo Ministry of Education, Science, and Technology, Kosovo Education Strategic Plan, 2011-2016, Chapter 5.5 Higher Education (HE Goals 4-10), p. 132-138

HE 4: By 2014 study programmes are in line with the labour market needs.

MILESTONES

Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
4.1. Mechanisms and structures for researching the labour market needs established.	4.2. Existing study programmes reviewed and adapted to meet the labour market needs.	4.3. Existing study programmes reviewed and adapted to meet the labour market needs.

ACTIVITIES

- 4.1. Set up a working group to research and assess labour market needs.
- 4.2. Develop a “strategy” (policies - programmes) for qualification and training of experts in line with recommendations of annual researches of the labour market needs.
- 4.3. Review existing study programmes of higher education institutions for the perspective of their harmonization with the labour market needs.

HE 5: By 2016 there is increased budget and improved efficiency in execution of the budget (in line with the reviewed law).

MILESTONES

Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
5.1. Budget for Higher education institutes is increased in line with the Law (and its financing formula).	5.3. There is progressive increase of the budget for Higher education institutes in line with legal provisions.	5.5. There is progressive increase of the budget for Higher education institutes in line legal provisions.
5.2. Policies are in place for improving efficiency of financing (and management) in public higher education.	5.4. Implementation of policies for increased efficiency of financing of public higher education institutions.	5.6. Evaluations are carried on implementation of financing of higher education.

ACTIVITY

- 5.1. Develop criteria for defining the budget for Higher education institutes according to specific study programmes.
- 5.2. Draft and implement policies for planning, management and reporting of public finances in higher education.

HE 6: By 2014 HE institutions have built capacity to generate additional resources through research projects, consultancy services, infrastructure, etc.

MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
6.1. A plan is in place for generation of additional own income in higher education institutions.	6.2. Higher education institutes generate additional income through research projects, consultancy services, utilization of infrastructure, etc. up to 10% of the total budget.	6.3. Higher education institutes generate additional income through research projects, consultancy services, utilization of infrastructure, etc. up to 15% of the total budget.
ACTIVITIES		
6.1. Draft the regulation for generation and management of additional financial resources in Higher education institutes and create legal conditions for its implementation.		
6.2. Establish mechanisms for generation additional income in Higher education institutes (project offices, professional and advisory services, utilization of infrastructure).		
6.3. Organize training programmes for HEI staff to enable them to apply with projects for local and international funds.		

HE 7: By 2014 there is improvement of quality in teaching and scientific research.

MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
7.1. Centres for Excellence (CET) in Teaching are established and functional.	7.4. CET offers at least 5,000 person/hours of training in one year.	7.6. CET offers at least 10,000 person/hours of training in one year.
7.2. Criteria are reviewed for election and promotion of academic staff in Higher education institutes.	7.5. There is continuous implementation of quality assurance criteria in teaching and research in all Higher education institutes.	7.7. There is continuous implementation of quality assurance criteria in teaching and research in all Higher education institutes.
7.3. A plan is in place for implementation criteria for internal evaluation in all Higher education institutes.		
ACTIVITIES		
7.1. Establish governing and administrative bodies of the CET and approve its work plan.		
7.2. Design and implement programmes for improvement of teaching methodology.		
7.3. Review criteria for election and promotion of academic staff.		
7.4. Strengthen units for quality assurance in all Higher education institutes.		

HE 8: By 2014 there is institutional support and promotion in place for scientific research, innovation, technology transfers and entrepreneurship.

MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>8.1. A baseline study is drafted for involvement of university staff in research and scientific work (based on existing capacities and research priorities).</p> <p>8.2. Action plans are developed for scientific works in Higher education institutes.</p> <p>8.3. At least 200 man/months of exchange in international higher education institutes and research institutions.</p> <p>8.4. The schemes and funds for supporting scientific work are made functional.</p> <p>8.5. A study is implemented on innovation and technology capacities.</p>	<p>8.6. The action plan is implemented for scientific work in higher education institutes.</p> <p>8.7. At least 200 men/months of exchange are implemented in international higher education institutes and research institutions.</p> <p>8.8. Schemes and funds for supporting scientific work are fully operational.</p> <p>8.9. At least three programmes are developed in line with the recommendations of the study.</p>	<p>8.10. At least 200 men/months of exchange are implemented in international higher education institutes and research institutions.</p> <p>8.11. Schemes and funds for supporting scientific work are fully operational.</p> <p>8.12. At least six programmes are developed in line with the recommendations of the study.</p>
ACTIVITIES		
<p>8.1. Carry out a baseline study regarding research activities and draft an action plan for scientific work in Higher education institutes.</p> <p>8.2. Implement the action plan for research activities.</p> <p>8.3. Determine the time needed to spend in research activities and include it in the work contract of the academic staff.</p> <p>8.4. Determine standards for awarding researchers delivering outstanding scientific work.</p> <p>8.5. Financing researchers for international exchange programmes in research (topics relevant for development of Kosovo).</p> <p>8.6. Draft a study on capacities in the field of innovation and technology.</p> <p>8.7. Develop programmes in line with recommendations of the study.</p>		

HE 9: By 2014 a system is in place and implemented for increased internationalization of higher education and research that is equitable and gender sensitive.

MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>9.1. At least 10% of programmes in Higher education institutes organize one course with guest visitors (block lectures to cover on course or part of a course).</p> <p>9.2. 10% of the staff of Higher Education institutions (HEIs) is supported to present research results in international conferences.</p> <p>9.3. 10% of academic staff each year participate in academic mobility programmes (excluding international conferences); there are at least 100 months of consolidated mobility's;</p> <p>9.4. Each year, PhD students of HEIs participate in at least 30 months of academic mobility.</p>	<p>9.5. 50% of study programmes offer at least one optional course in English language.</p> <p>9.6. At least 10% of study programmes in Higher education institutes organize one course with guest teachers (block lectures for one course or part of one course).</p> <p>9.7. 15% of the staff is supported to present research results in international conferences.</p> <p>9.8. 15% of academic staff of HEIs each year participates in academic mobility programmes (excluding international conferences); there are at least 150 months of consolidated mobility.</p> <p>9.9. Each year, PhD students of HEIs participate in at least 60 months of academic mobility.</p>	<p>9.10. At least 5% of master programmes are offered in English language.</p> <p>9.11. At least 20% of study programmes in Higher education institutes organize one course with guest teachers (block lectures for one course or part of one course).</p> <p>9.12. 20% of the staff is supported to present research results in international conferences.</p> <p>9.13. 20% of academic staff of HEIs each year participates in academic mobility programmes (excluding international conferences); there are at least 200 months of consolidated mobility.</p> <p>9.14. Each year, PhD students of HEIs participate in at least 90 months of academic mobility.</p>
ACTIVITIES		
<p>9.1. Develop regulations to support mobility of academic staff and students.</p> <p>9.2. Offer support for mobility of academic staff and students.</p> <p>9.3. Offer incentives to organize instruction in English language.</p> <p>9.4. Develop master programmes in English language.</p>		

HE 10: By 2016 there is increased space and modernization of environment for studies and scientific research work.

MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>10.1. Basic standards are set for: space, ICT, laboratories, workshops, books, access to scientific journals based on the number of students and on the need to ensure quality teaching and research.</p> <p>10.2. 16000 m2 of space are built and 4,000 m2 are renovated for the needs of Higher education institutes.</p> <p>10.4. Libraries are supplied with more items and access to international electronic libraries is provided.</p> <p>10.5. Technological infrastructure is strengthened and updated in all academic units of Higher education institutes.</p>	<p>10.6. 41,000 m2 of space are built and 12,000 m2 are renovated for the needs of Higher education institutes.</p> <p>10.7. Libraries are supplied with more items and access to international electronic libraries is provided.</p> <p>10.8. Technological infrastructure is strengthened and updated in all academic units of Higher education institutes.</p>	<p>10.9. 61,000 m2 of space are built and 20,000 m2 are renovated for the needs of Higher education institutes.</p> <p>10.10. Research capacities are increased in relation to the number of students in academic units of Higher education institutes, (academic and research units in Higher education institutes are made functional and upgraded).</p> <p>10.11. Libraries are supplied with more items and access to international electronic libraries is provided.</p> <p>10.12. Technological infrastructure is strengthened and updated in all academic units of Higher education institutes.</p>
ACTIVITIES		
<p>10.1. Carry out studies on the state of infrastructure and basic standards are set on: space; ICT; laboratories; workshops; books; access to scientific journals related to the number of students and to the need for quality assurance in teaching and research.</p> <p>10.2. Build and renovate physical infrastructure in Higher education institutes.</p> <p>10.3. Create new laboratories and supply them with equipment and infrastructure.</p> <p>10.4. Supply libraries and ensure access to electronic libraries.</p> <p>10.5. Supplying and installing new information technology in academic units.</p>		

7.18 University of Prishtina: Strategy on Scientific/Artistic Research and Development Activities



University of Prishtina

THE STRATEGY ON SCIENTIFIC/ARTISTIC RESEARCH AND DEVELOPMENT ACTIVITIES 2013-2016

Prishtina, September 2012

UNIVERSITY OF PRISHTINA

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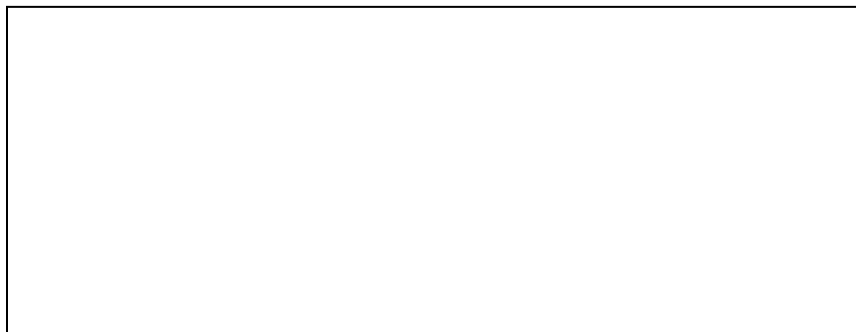
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This document was approved by the University of Prishtina Senate in its meeting held on 20.11.2012.



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List of acronyms

ADA	Austrian Development Agency
PIA	Prishtina International Airport
ASO	Austrian Science Office
EU	European Union
NULK	National and University Library of Kosovo
CITT	Kosovo Centre for Innovation and Technology Transfer
DEZA	Swiss Agency for International Cooperation
FECE	Faculty of Electrical and Computer Engineering
FP7	Framework Program 7
EHEA	European Higher Education Area
IPA	Instrument for Pre-Accession
KAIP	Kosovo-Austria Institutional Partnership in Higher Education, Research and Technology
K-CIRT	Kosovo Centre for International Cooperation in Research and Technology
KEK	Kosovo Electrical Corporation
MEST	Ministry of Education, Science, and Technology
USR	Unit for Support of Research
OSCE	Organization for Security and Cooperation in Europe
NRP	National Research Program
KESP	Kosovo Education Sector Strategic Plan 2011 – 2016
PTK	Kosovo Post and Telecommunications
KUCC	Kosovo University and Clinical Centre
RPSO	Research Promotion and Support Office

STIKK	Kosovo Association for Information Technology and Communication
ICT	Information and Communication Technology
USAID	United States Agency for International Aid
WUS Austria	World University Service - Austria
OAD	Office for Academic Development

Word of the Rector

I have a great pleasure that on behalf of UP management, Academic staff and students congratulate the working group for drafting the Strategy for scientific research/artistic and development 2013-2016 ".

This strategy, which is the result of a process with participation of experts from different academic fields and is based on the National Research Programme 2010-2015, will be the document on which the University of Pristina will build and consolidate the structures and mechanisms to promote research to a level comparable with prestigious universities from developed countries. This strategy addresses the need of defined measures and instruments that UP as an institution should undertake research to be more closely related to higher education, but also with business enterprises and the needs of society as a whole.

Through the implementation of this strategy, the University of Prishtina aims to be the main beneficiaries of research funds of the Republic of Kosovo and to increase the participation and benefits in the context of EU-funded projects and those in international. Through activities promoting scientific research/arts, preparation of project proposals, entering into strategic partnerships, etc., the University of Prishtina will increase the number and quality of research projects, strengthen the connection of teaching with research, strengthen existing partnerships, expand cooperation with European research institutions and will enhance project management capabilities. This strategy will enhance the relations of the University with government agencies, research institutions, businesses and foundations, dealing with the commercialization of labor and intellectual property.

Management of the University of Prishtina is committed to implementing this strategy to achieve comparable results at the international level as well as to contribute to the socio-economic development of the Republic of Kosovo.

Sincerely,
Prof. Asoc. Dr. Ibrahim Gashi, Rector

Executive Summary

One year after the approval of the National Research Program 2010-2015, the University of Prishtina set out to develop its Strategy that would serve to ensure coordination of research activities in the largest and oldest higher education institution in Kosovo in line with efforts to advance scientific / artistic and development activities at the national level. “The Strategy on Scientific / Artistic Research and Development Activities 2013-2016” resulted from a process with broad participation of experts coming from various academic fields and its drafting was supported by the project for “Building of Research and Development Capacity and Instruments and for Support of Cooperation in the field of higher education and economy,” funded by the “Tempus” Programme of the European Commission.

Priorities identified and articulated in the National Research Program 2010 – 2015 for research and scientific / artistic activities served as the starting point for drafting of this strategic paper. University of Prishtina considers these as its own research priorities and is committed to offer special support to its academic units, research groups and individuals engaged in research and studies in the respective fields. The University is also aware of the pressing need to focus its scientific and artistic research efforts in areas that bear more significance and contribute directly to the social and economic development of the country.

The first step in the process of development of the strategic paper was the situation analysis, which focused in four fields:

- Human resources
- Infrastructure
- International cooperation
- Links with economy and society

These fields are compatible with those of the National Research Program, which results from the fact that the University of Prishtina is part and parcel of the overall scientific / artistic research context in Kosovo. A SWOT analysis has been carried out for each of these fields to identify strengths and weaknesses of the University of Prishtina from the perspective of its capacity to engage in scientific / artistic research activities. Expert teams have also analysed the external factors affecting the implementation of these activities in the future. The analysis served to identify various strategies to make use of strengths and to overcome weaknesses, as well as strategies to benefit from opportunities brought about by the external environment and to avoid threats posed by the same.

Expert teams formulated one development objective for each of the four analysed fields. Objectives serve to determine targets of the University of Prishtina for the development of scientific and research activities in the forthcoming four year period. Further, concrete measures have been identified needed for the accomplishment of each objective, whereas expected outcomes in the shape of indicators of success were set with the purpose of monitoring of progress. Development objectives and related measures are briefly presented below:

Objective 1: Development of human capacity for scientific / artistic research activities in the University of Prishtina.

- Support UP academic units develop doctoral programmes based on the Bologna system
- Establish scholarship schemes for short-term research visits abroad for academic staff
- Encourage inter-disciplinary approaches in scientific and artistic research activities.
- Develop criteria for providing material incentives for the staff involved in scientific research and artistic work.
- Encourage inclusion of expertise from the Diaspora in scientific / artistic research and development activities.
- Draft and approve contractual obligations of the academic staff for their contribution to scientific / artistic research activities.

Objective 2: Improve and enhance infrastructure for scientific / artistic research work and for provision of services

- Design a database for the current capacity of infrastructure at the University of Prishtina
- Establish mechanisms and procedures for shared utilization of laboratories and facilities within the University of Prishtina
- Sign agreements for utilization of research infrastructure of other institutions at home and abroad
- Provide needed infrastructure to establish and / or make functional existing laboratories and institutes
- Provide access to relevant electronic libraries

Objective 3: Internationalization of scientific / artistic research activities by promoting excellence in research

- Establish strategic partnerships with reputable international institutions interested to engage in cooperation with the University of Prishtina
- Organize training and offer technical assistance on project development
- Allocate funds to co finance implementation of international projects
- Publish / distribute information on opportunities for international cooperation.

Objective 4: Cooperation with the public and private sector for implementation of research projects serving for economic and social development.

- Establish a database on cooperation projects with the public and private sector
- Develop mechanisms and instruments needed to provide professional programs of various length to better meet market needs
- Encourage inclusion of social and economic entities in the drafting and implementation of research oriented academic programmes
- Engage academic staff and students in the public and private sector in implementation of joint scientific research activities.

Strategy implementation and challenges standing before modern universities require building of management capacities in the area of scientific research activities.

For this purpose, the Unit for Support of Scientific Research will be strengthened by delegating new tasks and responsibilities to it. An Advisory Group for scientific-research work and innovation will also be set up, to monitor the implementation of the strategy and to offer its expertise to overcome problems.

The Strategy has an implementation plan for the period October 2013 – September 2016, as well as the budget framework summarized in the following table:

Field	Budget				
	2013	2014	2015	2016	Total
Human Resources	€ 140,000	€ 140,000	€ 140,000	€ 140,000	€ 560,000
Infrastructure	€ 10,000	€ 113,000	€ 250,000	€ 250,000	€ 623,000
International cooperation	€ 5,000	€ 185,000	€ 185,000	€ 185,000	€ 560,000
Links with economy and society	€ 0	€ 5,000	€ 0	€ 0	€ 5,000
Management	€ 17,150	€ 21,200	€ 21,200	€ 21,200	€ 80,750
Total	€ 222,150	€ 464,200	€ 596,200	€ 596,200	€ 1,828,750

Funds needed for the implementation of this Strategy represent between 1 – 3.5% of the annual budget of the University of Prishtina (around 17 million Euros), not accounting for the own income generated from academic and economic activities. On the other hand, a large part of these expenses have already been made, but not in a planned and systematic manner.

1. Introduction

In July 2010 the Assembly of the Republic of Kosovo approved the National Research Program, a principal development paper that offers a conceptual framework for the development of scientific / artistic research activities and which sets out research priorities, development objectives, measures for their achievement, as well as their implementation cost. University of Prishtina, as an institution that engages in teaching and scientific / artistic research activities in all fields of science and arts represented in Kosovo, has contributed significantly to the drafting of the National Research Program, aware of its central role also for its implementation. On the other hand, after receiving institutional accreditation and after the accreditation of a large number of study programs, in line with the trends for integration into the European Higher Education Area (EHEA), the University of Prishtina has adopted the position that there must be an organic link between its teaching function and the scientific / artistic research activities it engages in.

This implies that the scientific / artistic research activities ought to be integral part of all academic programs and everyday activities in academic units of the University of Prishtina. In the cases of the University of Prishtina this should happen not only for the sake of competition with other higher education institutions in Kosovo and in the region, but primarily as part of efforts to accomplish its mission and responsibility to engage in these activities in Kosovo, and also to implement its statutory provisions. The responsibility rests in the fact that of all higher education institutions in Kosovo, despite its numerous difficulties, University of Prishtina is in the best position to develop scientific / artistic research activities in Kosovo. This disposition is further strengthened by the fact that it is a public institution that operates with Kosovo Budget funds.

University of Prishtina continued its scientific / artistic research activities even in the most difficult times of its existence. Nevertheless, nowadays any research in this university comes more as a result of individual initiatives of the academic staff than as organized efforts of its academic units and research teams within the university. The university should support its academic units, research teams and individual researchers to engage in research and, in order to be successful in this, it should identify and decide on an approach that will be followed up and put into practice with utmost care. This is in fact the very purpose of this document – to serve as a roadmap supporting the organization of the scientific research work in the University.

Activities for drafting of the Strategy for scientific / artistic research activities started in July 2011 when the University of Prishtina set up a working group for this purpose, consisting of: Dr. Sc. Mujë Rugova, Dr. Sc. Bajram Berisha, Dr. Sc. Enver Kutllovci, Dr. Sc. Naser Mrasori, Dr. Sc. Dukagjin Pupovci, Dr. Sc. Hajrije Hundozi-Hysenaj, Dr. Sc. Ramë Vataj, Dr. Sc. Avdulla Alija, Dr. Sc. Ferdiqe Zhushi-Etemi, Dr. Sc. Tahir Arbnesi, Dr. Sc. Shemsedin Dreshaj, Dr. Sc. Linda Grapci, Dr. Sc. Myzafere Limani, Mag. Almir Kovacevic, Dr. Sc. Tahire Maloku-Gjergji, Dr. Sc. Murteza Osdautaj, Dr. Sc. Hysen Bytyçi, Mr.sc. But Dedaj, M.Sc. Mjellma Carabregu and M.Sc. Alfred Marleku. After a discussion of the working methodology, the group decided to

establish its drafting sub-group with the following members: Dr. Sc. Avdulla Alija, Dr. Sc. Bajram Berisha, M.Sc. But Dedaj, Dr. Sc. Dukagjin Pupovci, Dr. Sc. Hysen Bytyqi and Dr. Sc. Shemsedin Dreshaj, as well as M.Sc. Alfred Marleku and M.Sc. Mjellma Carabregu. The sub-group engaged in intensive work during months of July and August 2011 supported by the project: “Creation of Capacity and Instruments for Research and Development and for Promotion of Cooperation in the field of Higher Education and Economy” funded by the European Commission “TEMPUS” programme and coordinated by the WUS-Austria Office in Prishtina.

Initially, relevant existing documents were analysed, such as: University of Prishtina Self-Assessment Report for 2008, Recommendations for organization of scientific research work in the University of Prishtina drafted by the Kosovo – Austria Institutional Partnership in the field of Higher Education and Science (KAIP), the University of Prishtina Development Strategy, the National Research Programme 2011-2016, etc. Next, a SWOT analysis of the state of scientific research activities in the University of Prishtina was carried out to identify strengths and weaknesses manifested by the university, as well as possible opportunities and threats coming from the environment in the future. The analysis was based on the abovementioned reports and the relevant data offered by the University of Prishtina. During the process of analysis four main areas for the development of scientific and research activities were identified: 1) Human resources, 2) Infrastructure, 3) International cooperation and 4) Links to economy and society.

The next step was to find best ways to build on identified strengths and to eliminate weaknesses, as well as to benefit from opportunities offered by the environment at the same time with efforts to avoid risks that may threaten the scientific research in the university in the future. This made it possible to identify development objectives and the measures needed to accomplish them, and to continue with the description of measures and setting of success indicators. All this built up to a draft paper, which was discussed by the broad expert group on 3 and 4 September 2011 in order to make the needed changes and amendments. In the same workshop, the main working group drafted the Strategy action plan and established the budget envelope.

Setting of the priorities for scientific / artistic research activities was one of the issues that was discussed more within group deliberations. The University is fully aware that in a foreseeable future, the scientific/artistic research activities will be focused in several fields that are more significant for the development of the country and for the international affirmation of the University. However, these fields could not be determined clearly during this exercise. In fact, the scientific / artistic research activities are at a rudimentary stage and, as a result, all fields need to be developed initially, so that priority areas are identified at a later stage in which the University can give its best contribution to the economy and society. On the other hand, research priorities of Kosovo for the 2010 – 2015 period have been narrowed down from a long list of potential activities when the National Research Programme for Kosovo was developed. These priorities were then also harmonized with those of the other countries in the region. Therefore, it is logical to expect that these areas will be first to be supported by national funds and international donors supporting scientific / artistic research work. For these reasons, the

University of Prishtina endorses priorities identified by the National research Programme as its own priorities for the 2010-2015 period. Summaries of these priorities are presented as an annex to this document. Despite the fact that it was foreseen to be discussed at the University of Prishtina Senate on October 2011 and take a formal decision on its approval, unfortunately it did not happen. After taking mandate by the new management in October 2012, it was a review of the document, making changes in the description of the situation, in some activities, and in terms of their implementation. Also, it was changed the period of validity, linking with other relevant documents. The document was sent for the comments and suggestions in all academic units and then was adopted at the meeting of the Senate on 20.11.2012.

2. The state of scientific / artistic research and development in the University of Prishtina

Four areas have been identified for the analysis of the situation in the University of Prishtina:

- Human Resources;
- Infrastructure;
- International Cooperation and
- Links with the economy and society.

Names of main areas came from the discussions and from various documents taken in consideration during the preparatory phase. There was full accord among involved parties that these issues deserved primary attention in order to best organize scientific / artistic research activities in the University of Prishtina.

In every institution, human resources are the most important asset and a key precondition for an adequate organization of work. Good infrastructure includes: buildings, lab equipment and libraries that allow for quality organization and accomplishment of relevant research results. At the same time successful development of scientific / artistic research activities requires a continuous exchange and communication with the world to allow for joint implementation of research projects. Despite the limited capacity of the Kosovo economy and society to absorb results of the scientific / artistic research activities, it is realistic to expect positive changes in this regard and, therefore, to establish and strengthen links between research and development work to ensure stronger impact on society and economy.

2.1. Human resources

University of Prishtina prides itself with noteworthy academic tradition as the oldest university in Kosovo. Mission of this institution includes teaching and scientific / artistic research. Through its academic staff, University of Prishtina promotes intellectual development, development of a community of knowledge and science and the economic development of the country. The University of Prishtina teaching staff consist of 1,023 full time employees and around 400 engaged in part time teaching. Currently the administrative and support staff at the University of Prishtina amounts to 325 members.



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The scientific and artistic research at the University of Prishtina enjoyed a sound level of development in the past, despite its relative uneven distribution in the various academic units and departments within the University of Prishtina. However, as a result of: a long discontinuation of academic communication with other institutions because of the violence and the war in Kosovo (1991-1999); the inadequate relationship between research work and teaching; lack of interdisciplinary research; lack of competence in English language among the Kosovo researchers that would facilitate joint research projects with scientific researchers and institutions abroad, as well as slow economic development at home have made for research activities in the University of Prishtina to lag significantly behind the level of research in other similar institutions in Europe. The scientific research in the University of Prishtina in the last two decades mainly took place on an individual basis – for scientific and professional promotion of its academic staff – and through students’ work in order to meet the requirements for achieving professional and scientific degrees. In general, human research capacity in the University of Prishtina does not cover all scientific research disciplines in the various sectors in Kosovo.

Despite the mentioned difficulties, there is evidence of modest scientific / artistic research initiatives, mainly taking the shape of doctoral studies and cooperation with international institutions. Aiming at engaging in scientific / artistic research activities in all areas, the University of Prishtina, as the oldest and biggest public higher education institution in the country, is focused in developing its human capacities, in particular in applied scientific research and in drafting of development programmes. In harmony with its financial capacity, University of Prishtina supports publication of the research results of its staff on a competitive basis, as well as their participation in conferences, symposia, congresses and other scientific conventions. As a

result of this orientation of the University of Prishtina and its staff, there have been numerous publications in scientific journals and symposia of local and international character.

The university leadership and staff are committed to focus in intensive cooperation with industry in order to provide solutions to the current problems in the industry and to close the gap between teaching and research. Among concrete immediate activities in this regard will be to (i) disseminate information on opportunities to apply for various (national and international) funds, (ii) to facilitate increased inclusion of junior academic staff in preparations for and in the implementation of scientific research projects aiming at continuation and sustainability of scientific/artistic research work, (iii) to establish counseling units (“core” teams) within the University of Prishtina that will allow for transfer of expertise gained from the research projects implemented in cooperation with the local economy, etc.

In order to build its research capacity, the University of Prishtina will need to prioritise taking in consideration several difficulties (risks) that may negatively affect the building and development of scientific/artistic research capacity, such as: the experienced research staff leaving the University of Prishtina, the global economic crisis, robust competition for international funds (EU, etc), loosing of young and talented staff etc.

2.2. Infrastructure

As a large institution with 16 academic units, University of Prishtina is able to provide laboratories and equipment for a wide range of research disciplines thus offering good working conditions for interdisciplinary scientific research. According to the self-assessment report of the University of Prishtina the total area of laboratories in this University is 11,520 m², whereas 1,265 m² are the space provided for libraries. The existing laboratories have been equipped thanks to funds provided through various EU programmes like TEMPUS, contributions from the USAID, ADA-WUS, etc; however, they are mainly used for the

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implementation of the practical part of instruction.

Nevertheless, quality of equipment, available space, and their utilization will most likely be among the most pressing issues that will need to be addressed in the coming years. Among the key issues are the limited physical space and lack of equipment for scientific research in most of the academic units. Besides, infrastructure is for the most part out of date and in cases obsolete. There is a significant lack of cooperation and coordination between various academic units in using available space and equipment jointly and more rationally.

Lack of funds for infrastructure and poor participation with existing capacities in international research projects and the limited utilization of part of modern infrastructure for scientific research and services, represent another group of weaknesses. Besides, there is serious underutilization of available research infrastructure for contractual services or for commercial purposes. At the same time, inadequately or insufficiently used are also infrastructure capacities of other institutions, which are not organizational parts of the University of Prishtina, such as: National and University Library, University and Clinical Centre, Institute of Albanian Studies, Institute of History and other institutes currently in operation.

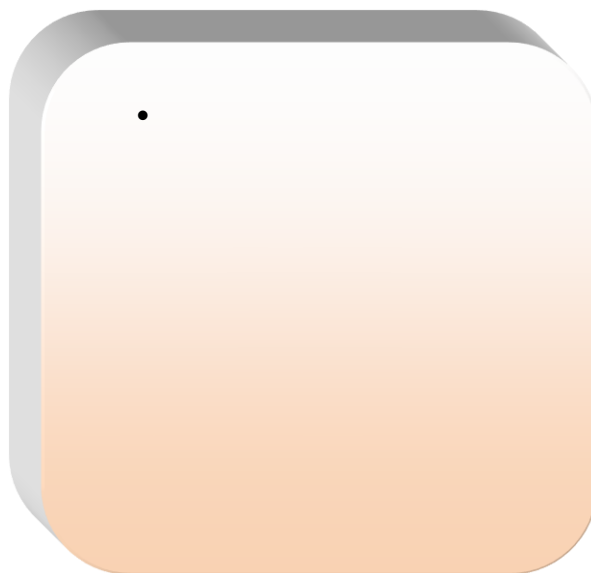
University of Prishtina has potential that can be used to face the current situation in infrastructure by increasing the level of participation in international research projects and in those funded by the Kosovo Fund for Scientific Research. In this respect, funds should also be used foreseen for the development and modernization of infrastructure for scientific research as planned in the Kosovo Education Sector Strategic Plan for 2011-2016 and in the National Research Programme 2010-2015. The National Research Programme, in its objective on “Development of Research Infrastructure” foresees funds in the amount of 2.5 million Euros to support infrastructure projects for the period 2010-2012 (for equipment for laboratories, the establishment of “Centres of Excellence”, and to provide access to electronic libraries, etc.). On the other hand, the Education Sector Strategic Plan 2011-2016 also foresees infrastructure funds. Another possibility rests with the more optimal use of infrastructure capacities within cooperation with the business sector as part of development projects and contracted services serving to meet demands of the market.

As feasible as these opportunities may seem, it may happen that other scientific and research institutions and the business sector may not be interested to get involved in research and development projects that would be using infrastructure capacity of the University of Prishtina; at the same time, there may be delays or difficulties in the implementation of the scientific research fund as foreseen by the National Research Programme. The latter becomes a real source of concern when having in mind that from the funds allocated for infrastructure only 70,000 Euros were used during 2010 for access to “ISI Web of Knowledge”. While in the years 2011 and 2012, MEST has funded research projects from which the UP has benefited.

2.3. International cooperation

University of Prishtina has cooperation agreements with a large number of academic and research institutions in other countries in the region, in Europe and wider, some of which have resulted in successful joint projects. Thus, one could include here the agreement with the Technical University “Middle East” in Ankara, Turkey, the one with University of Oslo, Norway, and the agreement with the University of Ljubljana in Slovenia, which have provided various opportunities for student mobility at the level of master or doctoral studies. Apart from these, University of Prishtina engages actively in cooperation programmes with the several other institutions, such as: University of Zagreb in Croatia, University of Heidelberg in Germany, University of Graz in Austria, the Catholic University of Leuven in Belgium, etc.

It is worth mentioning that in most of the cases, international cooperation results from individual initiatives and relations between academic staff and sometimes research teams with respective partners from other institutions. Such, most often informal relationships have resulted in jointly implemented research projects that would commonly bring about broader involvement of staff in their implementation.



During the 2010/11 and 2011/12 academic years, University of Prishtina for the first time allocated 150,000 Euros to support mobility of academic staff to EU countries, aiming at advancing research and teaching in the UP. There are 20 members of UP staff who have received scholarships for research visits abroad a total duration of 80 months. This was a very useful initiative that made possible the publication of several articles in journals with international reviews and served to build relationships with colleagues from the hosting institutions, which can again result in further deepening of cooperation and moving towards institutional partnerships. Apart from this, University of Prishtina offers supports its staff participation in symposia, study visits, and other scientific and artistic events.

At the time of finalization of this strategy there were identified and systematized data on projects and other forms of cooperation. Even after repeated attempts to get hold of such data, academic units were not able or did not show sufficient enthusiasm to provide them. In such a situation, it is difficult to bring informed decisions for the improvement of international cooperation at the University of Prishtina.

Capacity for planning and implementation of research projects of international character remains fairly limited. Apart from technical expertise for the preparation of applications, there is a need

to provide the support documentation of the application, which is missing as a rule. As it happens, the research topic is usually set by the partner institution from another country, whereby the role of the University of Prishtina is limited to offering relevant data and support paperwork. This approach has a negative influence in building of the sense of ownership, as well as in the active participation of the local staff during the implementation phase. The implementation itself is yet another challenge, since the University of Prishtina either does not have the needed support structures or they are poorly functioning in the best case. On top of this, project funds are then managed in line with rigid administrative and financial procedures which either slow down or make impossible their distribution for the dedicated purposes.

But for rare exceptions, international calls for research proposals are of a global character and prioritise quality, which is yet another challenge for the University of Prishtina. In order to meet requirements of the calls, the University needs to close partnerships with prominent research institutions from other countries, which then also set the agenda and the level of inclusion of the University of Prishtina. The problem with this situation is that no sustainable partnerships have been built yet with prestigious institutions, which would make way for establishing a permanent communication between the University of Prishtina and its partners in the field of scientific/artistic research, but partnerships are built instead on a case by case basis only to meet the requirements of a call for proposals. On the other hand, there has been slightly more cooperation in the field of improvement of teaching and teaching staff development.

International research projects usually start from the basic premise that the benefiting institution participates in co-financing of part of research costs. In the case of the University of Prishtina the picture appears more complicated for at least two reasons. Firstly, in their contracts the academic staff are not required to carry out research, but to teach a certain number of hours per week; as a result, the University cannot use the time of its staff as its contribution to the project implementation. On the other hand, the chances for financial contribution on the part of the University are more than limited because of the low budget and non-allocation of any funds for research.

Recently, there has been more readiness expressed by the academic staff and institutions from Kosovo to engage in research projects of international character. It is worth mentioning that Kosovo has the status of a partner country in the FP7 programme of the European Commission, and that after a request by the European Commission, MEST has appointed a focal point for this programme. So far, University of Prishtina has managed to become partner in only one FP7 project, expected to start in October 2011 with the participation of the Faculty of Electrical and Computer Engineering. In early 2012 UP has received three research projects by the European Commission support program for capacity building in the field of research, two of them as coordinator and one as partner. The total value of these projects is € 661.104.

There are other agencies who offer funding opportunities for research projects. Thus, the Swiss Agency for International Cooperation (DEZA) offers cooperation projects with countries from

the Eastern Europe. This Agency aims to encourage economic autonomy to contribute to the improvement of production and environment conditions, and to offer provide better access to education, healthcare, etc.

The Austrian Science Office (ASO) within KAIP has financed 10 small research projects with the involvement also of the University of Prishtina. It has started the second phase of the Kosovo-Austria Institutional Partnership in the field of higher education and science (HigherKOS) that is offering new opportunities for financing of international cooperation of the University of Prishtina in the field of research, scholarship for doctoral studies and post-doctoral, etc..

Despite the fact that the Assembly of Kosovo has approved its National Research Programme for the 2010-2015 period, the first year of its implementation have raised numerous dilemmas on the feasibility of its implementation. In fact, during 2010, only 100,000 Euros have been spent out of the 1 million planned for research; in 2011 only 400,000 Euros have been allocated from the MEST budget lines, instead of the originally planned 2.4 million Euros. Meanwhile, in 2012 were allocated 484.920 euros from 3.5 million EUR as planned. On the other hand, Kosovo is in a situation when most part of funds for research will need to come from the state budget, until the moment when private businesses will start seeing benefits from involving in the sector.

A large number of academic staff from Kosovo working in various countries of the world have shown interest to contribute to the process of teaching at the University of Prishtina through the “Brain gain” programme. However, experience has shown complete lack of or diminished interest in the field of scientific/artistic research. For illustration, no one applied to the advertisement published by MEST in October 2010 for this category of researchers.

2.4. Links to the economy and society

Establishing links between economy and academic institutions for the purpose of increasing cooperation in the field of scientific research and for social development presents a real challenge to the higher education institutions in Kosovo. According to the “Self-Assessment Report of the University of Prishtina”, there is currently some limited cooperation taking the shape of economy representatives sitting on steering committees of numerous projects of the University of Prishtina. A model case of this cooperation is the “Industrial Board” set up within the Faculty of Electrical and Computer Engineering (FIEK) consisting of representatives of main public companies in Kosovo, such as: Kosovo Electrical Corporation (KEK), Kosovo Post and Telecom (PTK), Prishtina International Airport (PIA) etc.

One of the key weaknesses that has accompanied the University of Prishtina until recently was the approach known as: “keep away from business”. This phenomenon does not allow attaining a balance between the academic offer of the University of Prishtina with the market needs. The same issue is identified also in the situation analysis of the “Strategy for Development of Higher Education in Kosovo (2005-2015)”.

Another weakness rests in the fact that the University of Prishtina has not managed to adequately and institutionally include the society and economy stakeholders in the process of drafting its graduate (master and doctoral) studies. Despite several individual initiatives by the University of Prishtina academic units to develop study programmes

in close consultation with the relevant stakeholders, this approach has not been formally endorsed yet. As a consequence, the knowledge offered in our study programmes is not fully aligned with the needs and requirements of the economy and society. University of Prishtina is in the process of developing curricula which offer better correlation with the labour market, in line with the best practices in the lead European universities.

There is insufficient cooperation in place with the economy and industry, in particular through public-private partnership schemes that would allow for generation of funds for research and development. In concrete terms, University of Prishtina has not closed agreements that would create opportunities for cooperation with the economy sector and joint application for scientific-research and development funds. There is yet another weakness in the lack of organized opportunities offered within the University of Prishtina for doing practical work – as part of master or doctoral studies – engaging in carrying out research in various companies.

In response to numerous challenges, the awareness has built on the University of Prishtina on the need to change its approach towards research and cooperation. This commitment is seen as an opportunity and a potential in the “Self-Assessment Report of the University of Prishtina.” The report states that the University of Prishtina is committed to its further development in the future, in order to successfully perform its mission of providing quality studies based on sound scientific/artistic research more flexibly serving to the needs of its students, economy and the society.

Even though there are currently only sporadic cooperation agreements between economy sector institutions and the University of Prishtina, strong interest has been expressed by the stakeholders to participate in the process of designing study programmes and scientific and research projects (for example, the cooperation of the Faculty of Electrical and Computer Engineering with STIKK in the development of curricula for the students of this faculty). This can be implemented by organizing various events together with the stakeholders in order to identify areas of common interest, design curricula or to develop research projects.

However, there is a significant lack of readiness on the part of the University of Prishtina staff to engage in cooperation projects between economy and academic units. This reluctance comes as a result of lack of adequate incentives or lack of the needed mechanisms and instruments that would serve to motivate the staff to engage more actively in scientific/artistic research and development. Currently, there are some instances of individual cooperation (or in the framework of other institutions) of the University of Prishtina staff in research and development projects, including also some consultancies.

3. Objectives, measures and expected outcomes

One development objective was formulated for each of the four areas identified for the situation analysis:

Objective 1: Development of human capacity for scientific/artistic research activities at the University of Prishtina.

Objective 2: Infrastructure improvement and enhancement for scientific/artistic research work and for providing services.

Objective 3: Internationalization of scientific/artistic research activities by supporting excellence in research.

Objective 4: Cooperation between the public and private sector for implementation of research projects serving for social and economic development.

Objectives shape targets of the University of Prishtina for the development of scientific/artistic research activities in the forthcoming four year period. For each objective specific measures have been formulated that will serve for its accomplishment. On the other hand, expected outcomes in the form of success indicators have been agreed for every measure in order to follow up on the progress made in its implementation.

3.1. Development of human capacity

The quality of scientific/artistic research activities depends on availability of well trained and motivated staff who will engage in these activities. This challenge needs to be addressed by encouraging and supporting human capacities within the University of Prishtina to advance in their academic careers, which in return affect positively the scientific/artistic research activities in general. University of Prishtina is aware that scientific/artistic research and development are part and parcel of the higher education system and of critical importance for the social and economic development of Kosovo.

Having in mind that in the last two decades there has been a complete lack in the University of Prishtina of any system of incentives for the staff academic promotion and for their involvement in scientific/artistic research activities, it has become necessary to set up mechanisms and undertake measures for supporting the staff engaging in scientific/artistic research and development activities in all disciplines. On the other hand, human capacity development and their involvement in research activities will help to generate additional income for the University of Prishtina, which can then be used to contribute to the development of scientific/artistic research activities, depending on the needs. This requires from the University to set up a legal framework that determines modes of staff engagement in scientific/artistic research activities within and out of the University of Prishtina.

Objective 1: Human capacity development for scientific/artistic research activities in the University of Prishtina.

Measures and expected outcomes:

Measure 1.1:	Support development of doctoral programs in line with the Bologna system within the academic units of the University of Prishtina.
Description:	<p>University of Prishtina will continue developing doctoral programs in line with the University of Prishtina Regulation on doctoral studies. Being the only institution in the Kosovo higher education organizing doctoral study programmes, when developing new programmes, the University of Prishtina will prioritise those that are more important for the country and that grant a double degree.</p> <p>University of Prishtina will, in particular, encourage those academic units that will be developing doctoral programmes in cooperation with renowned higher education and research institutions from other countries. University of Prishtina will support application for funds that grant increased presence of the scientific/artistic research and development component in the doctoral programmes.</p> <p>The best way to ensure quality of various doctoral study programmes rests in their accurate implementation in harmony with the Regulation on Doctoral Studies, which is effective since 2011.</p>
Expected outcomes :	<ul style="list-style-type: none"> ▪ In line with the Regulation, the University of Prishtina will approve the development of at least five doctoral study programmes in various disciplines every year. ▪ In line with the Regulation, every year the University of Prishtina will approve at least one inter-disciplinary and priority doctoral study programme.

	<ul style="list-style-type: none"> ▪ Every year, the University of Prishtina will endorse registration of at least 80 new students into doctoral studies.
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Measure 1.2:	Establish e scholarship fund for short research visits abroad for the academic staff.
Description:	University of Prishtina will provide support for short term mobility of researchers from the University of Prishtina to institutions in developed countries. To implement this activity, the University of Prishtina will establish procedures that work to increase quality and competition in the field of scientific/artistic research activities, such as: development of criteria for selection of winners, timely information and publication of calls and opportunities, support in preparation of the needed documentation for the implementation of the short term visit abroad by the academic staff. Such activity should result publications and / or in strengthening the further cooperation between the local and host research institution.
Expected outcomes :	<p>1.2.1. Every year, the University of Prishtina will support at least 20 short-term mobilities for the most active researchers of the University of Prishtina.</p> <p>1.2.2 The needed documentation is prepared and procedures related to short-term research visits abroad by the academic staff.</p>

Measure 1.3:	Encourage inter-disciplinary approach in scientific/artistic research activities.
Description:	<p>University of Prishtina will give priority to projects with inter-disciplinary approaches and from among priority areas identified by the NRC, which involve scientific/artistic research and development activities serving to meet the needs of the country. Special priority will be given to scientific/artistic research and development projects that are implemented through international cooperation.</p> <p>In order to strengthen team work and rational use of the academic staff and</p>

	<p>the available infrastructure, University of Prishtina will encourage scientific/artistic research and development activities and communication that promote cooperation within and between academic units of the University of Prishtina.</p> <p>For this purpose, the University of Prishtina together with the management of academic units will provide contractual agreements for the staff engaged in such projects.</p>
Expected outcomes :	1.3.1. At least 20% of funds foreseen for scientific/artistic research activities will be spent in inter-disciplinary projects.

Measure 1.4:	Criteria are developed for material incentives providing support for the academic staff involved in scientific/artistic research work.
Description:	<p>University of Prishtina will develop criteria that will serve to stimulate the staff involved in scientific/artistic research and development work. These criteria should include: number and value of implemented scientific projects, number of scientific publications, ranking of scientific articles based on international evaluation standards (Impact Factor, “H” factor, etc.), other contractual facilities for participation in scientific/artistic research and development programmes (post-doctoral, short term research on centres of excellence around the world, etc.). The support will aim to include researchers in priority and interdisciplinary areas, in areas in which there is deficit of researchers in the University of Prishtina, and to support young persons who are committed to contribute to the further development of research capacity in the University of Prishtina. With the gender ratio among the academic staff weighing on the male side (approximately 28.5% of females), University of Prishtina will pay special attention to scientific/artistic research and development activities.</p> <p>The first step will be to create a legal framework that will regulate these forms of incentives. In order to encourage the academic staff and researchers at the University of Prishtina, they will be regularly and timely informed about various opportunities.</p>
Expected	<ul style="list-style-type: none"> ▪ Approval of the regulation on incentives for inclusion of academic staff in scientific/artistic research and

outcomes :	development work.
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Measure 1.5:	Encourage inclusion of capacity from Diaspora in scientific / artistic research and development activities
Description:	<p>During the last decade, there has been a significant number of researchers from Kosovo who emigrated around the world. Some of them got the opportunity to engage in renowned scientific research institutions, where they continue giving their contribution. Their engagement, working together with the University of Prishtina staff or implementing scientific/artistic research and development programmes, would play an important role for the University of Prishtina.</p> <p>For this purpose, University of Prishtina will engage in direct contacts and establish a database for Kosovo researchers living in the Diaspora who meet the respective academic and scientific criteria.</p> <p>Fully aware of the importance of the experience and engagement of Diaspora researchers in the strengthening, internationalization and human capacity development, the University of Prishtina will support this activity by offering them the existing infrastructure (office, computers, laboratories, etc.) and their accommodation during the period of their engagement in these activities.</p> <p>The University of Prishtina Unit for Support of Scientific/Artistic Research Activities will assist to facilitate communication with Kosovo researchers living in the Diaspora by making available information on possible participation in various research projects and by establishing contacts with researchers from the University of Prishtina (e-mail, University of Prishtina web page, direct contacts, etc.).</p>
Expected outcomes :	<p>1.5.1. Identification and establishment of contacts with research from the Diaspora.</p> <p>1.5.2. Support for Kosovo researchers in the Diaspora during their engagement in scientific/artistic research and development activities at the University of Prishtina (office, accommodation, etc.).</p>

Measure 1.6:	Determine contractual obligations academic staff contributions to scientific/artistic research activities
Description:	<p>Current contracts between the University of Prishtina and its academic staff provide primarily for the staff's teaching obligations, whereas research is seen as promoted and taking place within this broad responsibility. This approach is hindering implementation of reforms in this institution and relating teaching and research within the University of Prishtina.</p> <p>University of Prishtina will design the regulation on engagement of its staff in teaching and scientific/artistic research based on best European practices.</p>
Expected outcomes :	1.6.1. Design and approval of the regulation on engagement University of Prishtina staff in teaching and scientific/artistic research based on best European practices.

3.2. Infrastructure improvement and enhancement

Having in mind that infrastructure to a large extent determines the accomplishment of goals for enhancing scientific/artistic research and development work, the University of Prishtina needs to embark on measures that will support improvement of the state of physical infrastructure, equipment, information and communication technology, etc. University of Prishtina will create preconditions for maximum utilization of the existing network of laboratories and libraries in order to increase its competitiveness in the race for research funds at home and abroad.

For this purpose, University of Prishtina will initially promote infrastructure capacities for scientific/artistic research in order to attract the business sector for cooperation; arrange shared and coordinated utilization among academic units; make underutilized infrastructure functional again; train staff in utilization of state of the art equipment, which is currently not being utilized; use capacities to offer contracted research and services in commercial purposes in order to generate funds for improvement of infrastructure. University of Prishtina will also promote mutual interests of access between the National and University Library, University Clinical Centre, the Institute of Albanian Studies, the Institute of History, and other scientific research and development institutes, and will increase awareness and motivate University of Prishtina staff to apply for research funds at home and abroad.

Maximum utilization of the existing infrastructure capacities, training of staff for the utilization of state of the art infrastructure, creating optimum conditions for its maintenance, as well as the efficient, rational and innovative utilization of current infrastructure capacities for contracted

research and services for commercial purposes, are altogether preconditions for creating a sustainable infrastructure.

Objective 2: Making infrastructure functional and advancing it for scientific/artistic research and for providing services

Measures and expected outcomes

Measure 2.1:	Design the database on existing infrastructure capacities at the University of Prishtina
Description:	<p>University of Prishtina, through its Scientific Research Support Unit, will initially create an inventory of the infrastructure currently available for scientific research and services in order to assess the real capacity and the level of its utilization. This will be done by engaging a panel of 4-5 local and international experts who will prepare a report with findings on the state of infrastructure and recommendations for more efficient and innovative utilization of these capacities.</p> <p>The information from this report will be published on the University of Prishtina web page and will be disseminated to the stakeholders in various formats: electronic mail, direct meetings, through brochures, etc.</p>
Expected outcomes :	2.1.1. A needs assessment report and information on infrastructure capacity of the University of Prishtina.

Measure 2.2:	Develop mechanisms and instruments for shared utilization of laboratories and equipment within the University of Prishtina
Description:	Starting from the expert report and their recommendations on infrastructure capacities and its state, the advisory group for scientific research, in cooperation with the Scientific Research Support Unit will design a regulation on shared utilization of laboratories and equipment within the University of Prishtina.
Expected outcomes :	2.2.1. Approval of the respective regulation.

Measure 2.3:	Conclude agreements on shared utilization of research infrastructure between various institutions at home and abroad
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Description:	The purpose of this activity is to use project cooperation agreements to pay particular attention to identifying opportunities for shared utilization of research infrastructure and to ensure access to modern infrastructure in other institutions (research institutes at home and those abroad).
Expected outcomes :	<p>2.3.1. Agreements for utilization of capacity of non-university partners: Kosovo University and Clinical Centre, NULK, Institute of Albanian Studies, Institute of History, Veterinary and Food Agency, Kosovo Archives, and other Institutes.</p> <p>2.3.2. Identification of external strategic partners and concluding of agreements for utilization of their modern infrastructure.</p>

Measure 2.4:	Establish and make fully operational laboratories and institutes and furnish them with the needed infrastructure
Description:	<p>The advisory group for scientific research and the Scientific Research Support Unit will draft a master plan to activate and /or restructure the unused part of the infrastructure, as well as for founding of new institutes (centres of excellence), including restarting of activities in several other institutes that have stopped functioning.</p> <p>The Research Support Unit, in cooperation with academic units, will prepare project proposals for research infrastructure funds, both for restarting, restructuring, modernizing of current laboratories and for establishing new laboratories/institutes/centres of excellence.</p> <p>University of Prishtina will also set up a special fund for infrastructure maintenance and for purchasing new key equipment with long-term life span utilization, as well as for training of staff to utilize the same.</p>
Expected outcomes :	<p>2.4.1. Master-plan developed.</p> <p>2.4.2. At least 1% of the University of Prishtina budget is allocated for infrastructure maintenance and for purchasing new equipment.</p> <p>2.4.3. At least five centres of excellence (scientific research institutes) are established at the University of Prishtina as foreseen by the National Research Programme.</p> <p>2.4.4. The University of Prishtina staff is trained in using main equipment and</p>

	facilities.
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Measure 2.5:	Access to electronic libraries ensured
Description:	Access to electronic libraries will be provided, together will access to on-line resources of strategic partners.
Expected outcomes :	2.5.2. Access to at least to electronic platforms.

3.3. Internationalization of research activities

Scientific research activity cannot be seen as separate and independently from the developments in the international arena. Kosovo, as a small country, has little capacity and chance to finance specialized research that can be developed without international cooperation. On the other hand, main sources of financing for scientific/artistic research come from EU funds, which require partnership and cooperation relations with similar institutions abroad.

University of Prishtina will encourage partnering of its academic units, research teams and individuals with respective levels and peers from other countries. Apart from building capacity for such a cooperation, the University is set to build a cooperation framework by establishing institutional partnerships with other universities and research institutes abroad.

In this effort to internationalize its scientific/artistic research activities, the University will offer special support for those academic units, research teams and individuals who strive for excellence in research, since this way, the scientific/artistic research activities become part and parcel of everyday academic activities at the University of Prishtina.

Objective 3: Internationalization of scientific/artistic research activities by motivating excellence in research.

Measures and Expected outcomes

Measure 3.1:	Establish strategic partnerships with renowned international institutions interested for cooperation with the University of Prishtina
Description:	Aware that every joint research project contributes to the enhancement of scientific/artistic research activities in Kosovo, the University of Prishtina will continue with the implementation of existing international cooperation agreements, as well as with signing of new agreements. However, considering limited capacities for management of cooperation and the

	<p>requirements posed by every application for funds, the University will need to focus on 2-3 institutions from the European and countries in the region that it has established strategic partnership relations for implementation of scientific-research activities. The most obvious manifestation of such partnerships is the joint application for research funds and the joint implementation of research projects.</p> <p>The best way to identify these institutions is the implementation of existing agreements to find out which of these are more benefiting for the University of Prishtina. This is one of the issues that will need to be discussed by the Advisory Group for Scientific/Artistic Research Activities at the University of Prishtina and respective recommendations need to be delivered.</p>
Expected outcomes :	3.1.1. Recommendations of the Advisory Group for Scientific/Artistic Research Activities at the University of Prishtina on 2-3 strategic partnerships of the University of Prishtina.

Measure 3.2:	Organize training and provide technical assistance for development of project proposals.
Description:	<p>The Scientific Research Support Unit will identify a group of 5-7 members of the University academic staff with experience in drafting and/or management of international projects in the academic sphere and who are ready to make that experience available for the advancement of scientific research activities at the University of Prishtina. This core team will be trained for development of project proposals and for management of international cooperation projects in the field of scientific research activity. Existing donor projects will be used for the purpose of further training of the core team members.</p> <p>Members of the core team will make themselves available to support technical assistance for development of project proposals based on the needs and requests from academic units. They will be contracted for every case of offering such services and will be responsible for facilitation of the planning process, as well as for the drafting of applications. They will also assist academic units in meeting administrative requirements that go with every application process.</p> <p>Apart from the Core Team, the University will organize training on project proposal development for the academic staff in order to build capacity at the level of academic units to plan scientific research work that will take place within these units. Again, for these training support will be received from</p>

	various donors, whereas persons showing skills and aptitude in project proposal development will be included in the Core Team, in order to broaden the pool of persons and units benefiting from this initiative.
Expected outcomes :	<p>3.2.1. Core Team of 5-7 persons established.</p> <p>3.2.2. The University offers technical assistance for planning of at least five research projects a year.</p> <p>3.2.3. At least three persons from each academic unit are trained in development of scientific research project proposals.</p>

Measure 3.3:	Funds are allocated to co-finance implementation of international projects
Description:	University of Prishtina will establish a fund for co-financing international research projects with the purpose of supporting scientific/artistic research activities in the University and in Kosovo. The idea is for the fund to be established from own income and from budget sources. Apart from financing through cash contributions, the University will also endorse the “in kind” contributions, by making University resources available together with the time of engagement by the academic staff. The latter will require restructuring of the work contracts in order to foresee obligations of academic staff to engage in scientific research activities.
Expected outcomes :	3.3.1. Every year University of Prishtina will put aside at least 1% of its general budget to support implementation of international projects.

Measure 3.4:	Information on opportunities for international cooperation is disseminated/published
Description:	The Scientific Research Support Unit will disseminate information on opportunities of international cooperation for development of scientific/artistic research cooperation in academic units, research teams and academic staff of the University of Prishtina. The first step will be to put together an inclusive e-mailing list to which all information and various materials will be sent to. The information will also be published on the University of Prishtina web page and will be communicated to stakeholders in direct meetings. In cooperation with the Information Office, at least four times a year an information bulletin will be prepared of 2-4 pages dedicated to

	the scientific research activities at the University of Prishtina and will be disseminated via electronic mail.
Expected outcomes :	3.4.1. Relevant information on opportunities for international cooperation disseminated at least once in every three months.

3.4. Cooperation with the public and private sector

Cooperation with public and private sector in implementation of joint research projects serving for economic and social development remains a serious challenge for the University of Prishtina. In this context, the University of Prishtina needs to change its approach towards stakeholders by encouraging them to actively participate in the process of designing curricula which are in line with the market demands. Apart from this, such cooperation would enable the University of Prishtina to jointly apply for research and development projects that serve for the implementation of the NRC and KESP. Another approach will be to carry out a needs assessment of the needs of the market for certain profiles of the post-graduate level.

In order to strengthen cooperation between institutions from the economy sector and society with the University of Prishtina, it is necessary to collect accurate data and information about ongoing cooperation agreements and creation of a functional database. This would bring about increased transparency and would promote a modern approach to develop a university oriented towards economy and aiming to contribute to the development of the society.

In this regard, University of Prishtina is committed to strengthen and deepen cooperation and partnerships with other stakeholders in the field of scientific research, including industry and government agencies. Such a partnership will significantly enhance the constructive position and role of the University for policy-making and economic and social development.

Objective 4: Cooperation with the public and private sector in support of economic and social development.

Measures and Expected outcomes

Measure 4.1:	A database is created of cooperation project with the public and private sector.
Description:	University of Prishtina will design a database of all ongoing cooperation agreements between the University and the public and private sector of economy. This database will include specific information on respective companies including their names and field of activity.

	The database will be regularly updated. It will be published on the University of Prishtina web page in order to be available to all interested parties.
Expected outcomes:	4.1.1. Design and publication of the database.

Measure 4.2:	Develop mechanisms and instruments to offer professional programmes in line with the demands of the market.
Description:	Mechanisms and instruments will be developed that will improve the legal infrastructure at the University of Prishtina aiming at better clarification of cooperation arrangements between institutions from the economy and society on one side and University of Prishtina, on the other. Development of these mechanisms would not only institutionalize the approach, but would also allow the University of Prishtina to offer certified non-academic programmes.
Expected outcomes:	4.2.1. Development of an adequate legal framework that clearly defines all mechanisms and instruments for offering professional programmes in line with the market needs.

Measure 4.3:	Encourage inclusion of economic and social entities in the drafting and implementation of research oriented academic programmes.
Description:	The purpose of the University of Prishtina is to provide students with quality academic programmes that meet highest standards of the similar western institutions. To achieve this, it is necessary that all academic units of the University of Prishtina involve all relevant stakeholders from the economy and social sectors in the process of development of new academic programmes (master and doctoral studies). The best way to achieve this is to allow academic units to establish special boards that will include representatives of institutions from the economy and society in its membership.
Expected outcomes:	4.3.1. Establishing of economic and industrial boards within the academic units of the University of Prishtina.

Measure 4.4:	Involve academic staff and students of the public and private sector in the development and implementation of joint scientific and research activities.
Description:	Agreements that will be closed between institutions in the public and private sector will include arrangements that will enable post-graduate (master and doctoral) students to carry out part of their research in other private and public institutions.
Expected outcomes:	4.4.1 Institutionalization of internships as required part of the curricula.

4. Management

The Leuven Communiqué of the ministers of higher education of the European Higher Education Area (EHEA) issued in 2009, states that: “Higher education should be based at all levels on state of the art research and development thus fostering innovation and creativity in society.” To achieve this, the University needs to create an effective system for managing scientific/artistic research and development activities primarily by setting quality standards for teaching and scientific/artistic research, development of lifelong learning, as was confirmed in the conclusions of the Bergen (2005) and London (2007) communiqués.

University of Prishtina is the biggest and the lead institution in the field of scientific/artistic research in the Republic of Kosovo. In its current Statute (Chapter “Scientific Research and Knowledge”), it is stated that the University of Prishtina undertakes to provide adequate conditions for scientific research and for artistic creativity and to create opportunities for its staff to achieve results competitive in the international arena. It also provides that all data for scientific research and artistic work should be collected as standardised statistical data in a central database. Therefore, the University of Prishtina needs to focus in bringing about conditions in which teaching and scientific research are equally represented in its structure and organization and to ensure that the full-time staff takes on tasks in both teaching and research.

Even though this approach is deemed as very modern, various reports and evaluations have constantly reiterated that there a link and balance is missing in the relation between teaching and scientific/artistic research at this Institution. University of Prishtina has started putting more emphasis on building an effective system that will adequately support scientific/artistic research and development activities. An important step in this regard has been the establishment of the Scientific Research Support Unit (SRSU) that is currently functioning within the Office for Academic Development (OAD). Establishment and making functional of this Unit has been supported by projects: “Establishment of the Research Promotion and Support Office (RPSO) at the University of Prishtina,” funded by the Organization for Security and Cooperation in Europe

(OSCE) and “Creating Capacity and Instruments for Research and Development and for Supporting Cooperation in Higher Education and Economy”, funded by the TEMPUS programme of the European Commission.

Currently, University of Prishtina needs to benefit from opportunities made available to it as a result of operationalization of this Unit, whose mission is to carry out activities for promotion of scientific/research activities, fulfilling its mission and vision for implementation of scientific/artistic research at the University of Prishtina, organization and coordination of preparations for planning of research, drafting of key policies dealing with research, assisting researchers in preparing project proposals, organization of workshops, and encouraging and coordinating interdisciplinary research. This Unit will assist and manage relations with government agencies mandated to support the University in meeting its responsibilities regarding social and economic development, to assist and negotiate main agreements with businesses and foundations addressing commercial activities and the issue of intellectual rights in the process of preparation and implementation of research commissioned by economic entities. Also, having in mind that the University of Prishtina aspires to keep up with the needs of the economy and society, it is necessary that more capacities are built to carry out these activities and to maintain continuous contact with these important sectors. In this context, the Unit will also engage in activities dealing with innovation, transfer of technology and entrepreneurship.

One of the primary tasks of this Unit will be to design a central database describing the current state of affairs and respective activities (it would be more efficient to use existing software available in most of the European universities in order to avoid starting from scratch).

This Unit needs to constantly coordinate other structures within the University of Prishtina Rector’s Office, including the Advisory Group, academic units, and other structures at the level of central government, such as K-CIRT, CITT within MEST as well as other state agencies. The Unit should stay alert and reflect on the process of drafting and/or reviewing of the University of Prishtina Statute, expected to start soon after the approval of the new law on higher education.

This strategic document should be made further operational through action and operational plans, which will identify priority areas for scientific/artistic research based on strengths and weaknesses of the University of Prishtina, on a close communication with its units, and based on research priorities of the National Research Programme. These plans should consist, among other things, with indicators of success, procedures for monitoring of progress, as well as needed measures and budget.

University of Prishtina already enjoys a significant managerial and financial autonomy that should be adequately used primarily to clearly define the rights and obligations of academic units and their staff for participation in research, development and consultancy projects, as well as institutional and individual (staff) intellectual property rights.

In order to build an effective system for managing the scientific/artistic research work, the University of Prishtina foresees the following measures:

Measure M1:	Strengthen the Scientific Research Support Unit (SRSU) at the University of Prishtina
Description:	<p>This Unit will engage in analysing internal capacity, procedures and regulations that affect scientific/artistic research and development activities and will carry out activities for preparation of a detailed plan for scientific/artistic research that will serve to generate funds for research, planning and efficient management of utilization of funds, coordination of commercial utilization of infrastructure capacity, etc.</p> <p>This Unit, in cooperation with other structures of the University of Prishtina, will be responsible for continuous implementation of criteria for quality assurance in scientific research, including measures for incentives and awards for the successful staff.</p> <p>Apart from this, the Unit will stay in contact with relevant stakeholders and will assist academic units and University of Prishtina staff in drafting project proposals which will also involve economy and society. It will also maintain contact with the graduates who are working in other companies, with the purpose of promoting innovation, technology transfer and entrepreneurship. In the foreseeable future, this function of the Unit could be transferred to a special unit for innovation, technology transfer and entrepreneurship.</p> <p>The Unit will design and maintain the database for scientific/artistic research and development activities.</p>
Expected outcomes :	<p>M1.1. From January 2013, three more full-time staff will join the Unit and its role and function within the University of Prishtina has been defined in the Statute and in other respective regulations.</p> <p>M1.2. The Unit provides technical support for maintaining continuous contacts with stakeholders and for planning of at least five projects a year that include economy and society.</p> <p>M1.3. A database system is developed that includes: capacity from Diaspora in scientific/artistic research and development activities; existing cooperation agreements between public and private economy sector with the University of Prishtina, etc.</p>

Measure M.2:	The Advisory Group is established for scientific/artistic research work
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	and innovation in the University of Prishtina
Description:	<p>The current Statute sets out responsibilities of the University of Prishtina to provide adequate conditions for scientific/artistic research; it also provides that individual performance of the University of Prishtina staff in scientific/artistic research should be among the criteria for their performance evaluation and career promotion. This modern provision of the statute has so far unfortunately remained relatively unheeded.</p> <p>In this context, an advisory group for scientific/artistic research work and innovation will be established that will serve to provide professional advice to the University of Prishtina management to build and advance the system of management and coordination of scientific/artistic research work in the University of Prishtina and to create mechanisms of accountability for both University of Prishtina governing structures and staff in the field of scientific/artistic research activities.</p> <p>Also, regulations will be drafted and approved that will set out responsibilities of the staff and management in the field of scientific/artistic research activities. Particular attention will be paid to the clear definition of the rules for participation in projects, for generation and management of own income and in creating the legal framework for their application.</p> <p>Using the infrastructure of the Scientific/artistic Research Support and Promotion Unit, the Advisory Group will carry out a baseline study of the situation in research activities that will serve for the drafting of the action plan for scientific/artistic research work at the University of Prishtina.</p> <p>This Group will also assess project proposals and applications for financial support from the University of Prishtina fund for scientific/artistic research; it will also draft relevant recommendations for their financing and address them for consideration by the University of Prishtina management.</p> <p>This Group is appointed by the Rector and will consist of 5-7 members from among the distinguished scientific/artistic researchers of the University of Prishtina.</p>
Expected outcomes :	M2.1. The Group is established and made fully functional one month after the approval of the Strategy.

Measure M.3:	Annual action plans are drafted for scientific/artistic research activities at the University of Prishtina
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Description:	<p>The Scientific Research Unit, in cooperation with academic units of the University of Prishtina, will draft the action plan of scientific/artistic research and development activities in the University of Prishtina by identifying priorities and targets in this field.</p> <p>At the same time, the Advisory Group will give its recommendations for the measures needed to support and increase the level of scientific/artistic research and development activities in the University of Prishtina.</p>
Expected outcomes:	M3.1. The annual action plan is approved.

5. Action plan and budget

The action plan and budget have been drafted to cover for the entire period of the Strategy implementation, starting from the academic year 2013 and ending in academic year 2016. This period corresponds to the budget planning by providing a continuous scientific research activity/art. Costs have been calculated only for those measures that cannot be implemented through the regular budget for academic activities in the University of Prishtina. Both the action plan and the budget are estimates and guidelines that need to be reviewed before the start of every academic or fiscal year.

Objective 1: Development of human capacities for scientific/artistic research and development in the University of Prishtina.

Code	Activity	Implementati on period	Responsib le entity	B U D G E T				
				2013	2014	2015	2016	Total
Measure 1.1: Encourage development of doctoral programmes at the level of academic units of the University of Prishtina based on the Bologna system								
1.1.1	Develop doctoral programmes in line with the Regulation	Oct.-March. (every academic year)	Academic units					
1.1.2.	Programmes approved and submitted for accreditation	April-Maj (every academic year)	UP Senate	€ 40,000	€ 40,000	€ 40,000	€ 40,000	€ 160,000
1.1.3	Advertise a competition for doctoral students	September 2013 (then every year)	UP Senate					
Subtotal 1.1				€ 40,000	€ 40,000	€ 40,000	€ 40,000	€ 160,000
Measure 1.2: A scholarship fund is established for short term research visits of the academic staff abroad								
1.2.1	Develop criteria and procedures for award of scholarships	Jan.- March. 2013	SRU					
1.2.2	Publish annual competition for scholarships	January and June (every year)	Manageme nt					

Code	Activity	Implementati on period	Responsib le entity	B U D G E T				
				2013	2014	2015	2016	Total
1.2.3	Award scholarships in line with criteria	March and September (every year)	Manageme nt	€ 100,000	€ 100,000	€ 100,000	€ 100,000	€ 400,000
Subtotal 1.2				€ 100,000	€ 100,000	€ 100,000	€ 100,000	€ 400,000
Measure 1.3: Encourage interdisciplinary approach in scientific/artistic research activities								
1.3.1	Set the amount of funds in support of interdisciplinary research	June (every year)	Manageme nt					
1.3.2	Assign priority fields for interdisciplinary research	Sep.-Oct. (every year)	Manageme nt Advisory Group SRU					
Measure 1.4: Develop criteria for material stimulation of the staff engaged in scientific/artistic research work								
1.4.1	Draft regulation with incentives for staff motivation	March-June 2013	Advisory Group SRU					
1.4.2	Approve the regulation	June-July 2013	Advisory Group					
Measure 1.5: Inclusion of capacities from Diaspora is encouraged in scientific/artistic research and development activities								
1.5.1	Publish call for expression of interest for researchers from Diaspora	March 2013 (then continuous)	SRU					
1.5.2	Design the database for researchers from Diaspora	Sep - October 2013	SRU					
1.5.3	Feed and update the database	Continuous	SRU					
TOTAL 1				€ 140,000	€ 140,000	€ 140,000	€ 140,000	€ 560,000

Objective 2: Improvement and enhancement of the infrastructure for scientific/artistic research work and for providing services

Code	Activity	Implementati on period	Responsib le entity	B U D G E T				
				2013	2014	2015	2016	Total
Measure 2.1: Develop database on existing infrastructure capacities in the University of Prishtina								
2.1.1	Draft methodology for designing the infrastructure inventory	May-Sept. 2013	SRU					
2.1.2	Collect data on the state of research infrastructure in academic units	Sept-October 2013	SRU					
2.1.3	Design database and feed with the collected data	October-Nov. 2013	SRU					
2.1.4	Analyse the state of infrastructure and draft recommendations	December 2012	Advisory Group		€ 16,500 20 days international consultancy. 30 days local consultancy			€ 16,500
Sub-total 2.1					€ 16,500			€ 16,500
Measure 2.2: Develop mechanisms and instruments for shared utilization of laboratories and equipment within the University of Prishtina								
2.2.1	Draft regulation on shared utilization of laboratories and equipment	Jan.-Feb. 2014	SRU					
2.2.2	Approve regulation on shared utilization of laboratories and equipment	March-April 2014	Governing Board					
Measure 2.3: Conclude agreements for utilization of research infrastructure of other institutions at home and abroad								
2.3.1	Negotiate and draft agreements with national and international partners	Continuous	Manageme nt					
Measure 2.4: Establish/make functional laboratories and institutes and equip them with respective infrastructure								
2.4.1	Develop Master Plan for functionalization,	Mar.-June 2014	SRU Advisory		€ 16,500 20 days of international			€ 16,500

Code	Activity	Implementati on period	Responsib le entity	B U D G E T				
				2013	2014	2015	2016	Total
	restructuring and modernization of research institutes within the University of Prishtina		group		consultancy 30 days of local consultancy			
2.4.2	Approve Master Plan for functionalization, restructuring and modernization of research institutes within the University of Prishtina	Sep. 2014	Governing Board					
2.4.3	Decide on the allocation of funds for infrastructure maintenance and new equipment	Sep. 2014	Governing Board			€ 170,000	€ 170,000	€ 340,000
2.4.4	Draft project proposals for establishment of centres of excellence based on MEST call for proposals	Depending on the call for proposals	SRU in coordinati on with academic units and AG					
2.4.5	Train staff in ways to use equipment	Continuous	SRU in coordinati on with academic units	€ 10,000	€ 10,000	€ 10,000	€ 10,000	€ 40,000
Sub-total 2.4				€ 10,000	€ 26,500	€ 180,000	€ 180,000	€ 396,500
Measure 2.5: Supply existing libraries with modern literature and provide access to relevant electronic libraries								
2.5.1	Provide access to electronic libraries	2013-2016	Manageme nt		€ 70,000	€ 70,000	€ 70,000	€ 210,000
2.5.2	Provide access to online resources of strategic partners	Continuous	Manageme nt					

Code	Activity	Implementati on period	Responsib le entity	B U D G E T				
				2013	2014	2015	2016	Total
Sub-total 2.5					€ 70,000	€ 70,000	€ 70,000	€ 210,000
TOTAL 2				€ 10,000	€ 113,000	€ 250,000	€ 250,000	€ 623,000

Objective 3: Internationalization of scientific/artistic research by encouraging and supporting excellence in research.

Code	Activity	Implementati on period	Responsib le entity	B U D G E T				
				2013	2014	2015	2016	Budget
Measure 3.1: Establish strategic partnerships with renowned international institutions who show interest for cooperation with the University of Prishtina								
3.1.1	Analysing existing cooperation agreements	Feb-March 2013	Advisory Group SRU, IRO					
3.1.2	Issue recommendations for closing strategic partnerships	May 2013	Advisory group					
3.1.3	Negotiate and close agreements with partners	May-December 2013	Manageme nt					
Measure 3.2: Training is organized and technical assistance provided in development of project proposals								
3.2.1	The core group of 5-7 members is established	Jan.-March. 2013	Manageme nt					€ 0
3.2.2	Training for the core group	2013-2016	SRU	€ 5,000	€ 5,000	€ 5,000	€ 5,000	€ 20,000
3.2.3	Offering technical assistance for preparation of projects	2013-2016	SRU		€ 5,000	€ 5,000	€ 5,000	€ 15,000
3.2.4	Training for the academic staff in development of	2013-2016	SRU		€ 5,000	€ 5,000	€ 5,000	€ 15,000

Code	Activity	Implementati on period	Responsib le entity	B U D G E T				
				2013	2014	2015	2016	Budget
	project proposals							
Sub-total 3.2				€ 5,000	€ 15,000	€ 15,000	€ 15,000	€ 50,000
Measure 3.3: Funds are allocated for co-financing implementation of international projects								
3.3.1	Decision is taken on allocation of co-financing funds	September 2013	Governing Board					€ 0
3.3.2	Funds are allocated to co-finance implementation of international projects	2013-2016	Governing Board	€ 50,000	€ 170,000	€ 170,000	€ 170,000	€ 510,000
Sub-total 3.3					€ 170,000	€ 170,000	€ 170,000	€ 510,000
Measure 3.4: Information is published/disseminated on opportunities for international cooperation								
3.4.1	Information is published/disseminated on opportunities for international cooperation	Continuous	SRU					
TOTAL 3				€ 5,000	€ 185,000	€ 185,000	€ 185,000	€ 560,000

Objective 4: Cooperation with the public and private sector for implementation of research projects serving for social and economic development.

Code	Activity	Implementati on period	Responsib le entity	B U D G E T				
				2013	2014	2015	2016	Budget
Measure 4.1: Database is designed and approved for cooperation projects with the public and private sector								
4.1.1	The database is designed	March-June 2013	SRU					
4.1.2	Information is collected from academic units to be fed into the database	June-August 2013	SRU					

Code	Activity	Implementati on period	Responsib le entity	B U D G E T				
				2013	2014	2015	2016	Budget
4.1.3	Updating of data in the database	continuous	SRU					
4.1.4	Organization of meetings with partners	continuous	SRU					
Measure 4.2: Mechanisms and instruments are developed for providing professional programmes of different durations in line with the market needs								
4.2.1	The Regulation for providing professional programmes is drafted	June - Sept. 2013	OAD, SRU, Management		€ 5,000			€ 5,000
4.2.2	The Regulation for providing professional programmes is approved	Sept-October. 2013	Advisory Board					
Subtotal 4.2					€ 5,000			€ 5,000
Measure 4.3: Encourage inclusion of economic and social entities in the drafting and implementation of academic programmes focusing on research								
4.3.1	Drafting of a instruction/recommendation for setting up of special boards for respective fields at the level of academic units	April-May. 2013	Advisory Board SRU					
4.3.2	Presentation of the instruction to the deans	June 2013	Management					
Measure 4.4: Academic staff and students are engaged in implementing joint scientific research activities together with the public and private sector								
4.4.1	Institutionalization of internships in the public and private sector through an instruction on procedures for drafting of curricula	May-Sept. 2013	Management					

Code	Activity	Implementati on period	Responsib le entity	B U D G E T				
				2013	2014	2015	2016	Budget
4.4.2	Identification of potential partners for engaging in research	Continuous	Academic units OAD					
4.4.3	Negotiating and concluding agreements on internships	Continuous	Manageme nt					
TOTAL 4					€ 5,000			€ 5,000

Management

Code	Activity	Implementati on period	Responsib le entity	B U D G E T				
				2013	2014	2015	2016	Budget
Measure M.1: Strengthen the Scientific Research Support Unit of the University of Prishtina								
M.1.1	Take decision on restructuring of the SRU	March-April 2013	Governing Board after management proposal					
M.1.2	New membership of the SRU is constituted (3 persons with a 450 Euros average salary)	May 2013	Manageme nt	€ 12,150	€ 16,200	€ 16,200	€ 16,200	€ 60,750
Sub-total M.1				€ 12,150	€ 16,200	€ 16,200	€ 16,200	€ 60,750
Measure M.2: Establish the Advisory Group for Scientific/Artistic Research and Innovation in the University of Prishtina								
M.2.1	Establish the Advisory Group	January-Feb. 2013	Rector	€ 5,000	€ 5,000	€ 5,000	€ 5,000	€ 20,000
Sub-total M.2				€ 5,000	€ 5,000	€ 5,000	€ 5,000	€ 20,000
Measure M.3: Draft annual plans for scientific/artistic research activity in the University of Prishtina								

Code	Activity	Implementati on period	Responsib le entity	B U D G E T				
				2013	2014	2015	2016	Budget
	Drafting of annual plan	May –Sep. (every year)	Manageme nt with SRU support					
	Approval of annual plan	October (every year)	Governing Board					
TOTAL Management				€ 17,150	€ 21,200	€ 21,200	€ 21,200	€ 80,750

A budget summary

The following table represents a review of the budget dedicated to scientific/artistic research activities, according to areas and academic years. In fact, this is the budget that would offer minimum conditions for development of scientific/artistic research activities at the University and in line with this Strategy. At the same time, funds for the development of scientific and artistic research will need to be provided through other national and international sources.

Field	Budget				
	2013	2014	2015	2016	Total
Human resources	€ 140,000	€ 140,000	€ 140,000	€ 140,000	€ 560,000
Infrastructure	€ 10,000	€ 113,000	€ 250,000	€ 250,000	€ 623,000
International cooperation	€ 5,000	€ 185,000	€ 185,000	€ 185,000	€ 560,000
Links with the economy and society	€ 0	€ 5,000	€ 0	€ 0	€ 5,000
Management	€ 17,150	€ 21,200	€ 21,200	€ 21,200	€ 80,750
Total	€ 222,150	€ 464,200	€ 596,200	€ 596,200	€ 1,828,750

A brief analysis of this budget shows that the funds needed for its implementation represent 1 – 3.5% of the University of Prishtina annual budget (of around 17 million Euros), excluding own generated income from academic and economic activities. On the other hand, a large part of these expenses have been spent even before but they lacked a systematic and planned approach.

It is very important that this budget be reviewed before the start of every academic and fiscal year, which would allow for timely allocation of resources for adequate budgetary categories and for meaningful dedication.

7.19 Research Priorities according to the National Research Programme

The National Research Programme approved by the Kosovo Assembly in July 2010 determines the following research priorities:

- Natural Resources, Energy and Environment
- Agricultural Production and Food Safety
- Medical Research
- Social and Economic Studies
- Linguistic, Cultural and Historic Studies.

In addition, the field of Information and Communication Technologies is considered as cross horizontal priority that may occur in any of the abovementioned fields.

The main topics that will be addressed within each priority are given as below, even though this list is not exclusive:

Priority 1: Natural Resources, Energy and Environment

- a) Use of natural resources,
- b) Capacity building for implementation of the ecosystem approach to management of nature,
- c) Management of drinking water and treatment systems of contaminated water,
- d) Treatment of groundwater as drinkable water source in rural areas,
- e) Treatment of polluted water in urban and industrial sector,
- f) Inventory of flora, fauna and fungus in Kosovo,
- g) Study of land degradation (construction, conversion, fragmentation, pollutants, erosion) and land consolidation,
- h) Application of geographic information system (GIS) in preparing the map for degraded and endangered ecosystems,
- i) Sources of pollution (radiations, heavy metals, pesticides and herbicides) and their effects on living beings,
- j) Urban design and environmental problems,
- k) Energy as an Instrument for Socio-Economic Development,
- l) Energy system, from extraction of primary energy to energy system,
- m) Energy and Sustainable Development,
- n) Energy End-Use Efficiency Improvements,
- o) Integrated Demand and Supply Opportunities,
- p) Renewable energies (solar, hydroelectric and wind energy),
- q) Energy Consumption and Population,
- r) Monitoring of Emission of polluting substances during the production of energy as well as from industry and transport,
- s) Establish early warning systems due to the dangerous effects of climate change on human health,
- t) Environmental pollution and human health, and ecosystem condition from microscopic (molecular) to the macroscopic level,

- u) Indoor air pollution and human health effects.

Priority 2: Agricultural Production and Food Safety

- a) Food security, quality and implementation of safety standards at farming and processing level,
- b) New technologies to increase agricultural production,
- c) Agriculture sustainable development (land, animals, plants, irrigation, etc.),
- d) Animal production, improvement and health,
- e) Plant production, protection and improvement,
- f) Control of Zoonosis,
- g) Impact of global changes on agricultural production,
- h) Added value to agriculture products by improved processing and marketing activities,
- i) Improve competitiveness of the agricultural production and substitute imports and export to other markets,
- j) Support sustainable development and improve the quality of life through promotion of farming and other non-farming activities without causing any damage to the environmental resources,
- k) Support to agriculture production and rural diversification
- l) Preservation of diversity of agricultural (animals and plants) genetic resources,
- m) Increasing the production and use of forestry,
- n) Aligning Kosovo's agriculture policies with that of the EU.

Priority 3: Medical Research

- a) Development of basic medical research (genetics, immunology and pharmacotherapeutics),
- b) Development of clinical research (cardiovascular and oncological diseases),
- c) Development of research in the field of public health (prevention and control of infectious diseases, mental health, mother and child health, and substance addiction).

Priority 4: Social and Economic Studies

- a) Studies on the identification of factors that impact the most effective use of all human, natural and financial resources of Kosovo toward developing a new knowledge based society, including but not limited to the following:
 - 1) Research on promoting value chains (from primary production, processing, and marketing of domestic products) that includes studies in the field of production and consumption,
 - 2) Research on factors impacting the integration of Kosovo into international markets,
 - 3) Research on incentives that attract foreign investment,
 - 4) Research of factors that impact the development and nurture of relationships with foreign partners Research on the impact of institutional stability and the rule of law in economic development and European integration.

- b) Studies on the development of education and research institutions that provide an integrated framework of the effective education-research-innovation triangle.
- c) Studies on governance that includes the following:
 - 1) Research on economic governance, both at a macro and micro level,
 - 2) Research on the rule of law within the framework of European integration
 - 3) Research on public security, both for institutions and individuals
 - 4) Research on electronic governance and electronic services to the public
 - 5) Research on financial governance and reduction of informalities
 - 6) Research on resolving social problems such as poverty and unemployment, as well as studies for development of labour market, production and services,
 - 7) Research on the development of social cohesion, solidarity and inclusion.
- d) Studies on the trends of social norms and behaviour to facilitate integration in the European Union.

Priority 5: Linguistic, Cultural and Historic Studies

- a) Studies on the practical aspect of effective communication at all levels and political and social structures, as a strategic function of all other fields, including but not limited to the following:
 - 1) Creation of data base for the large electronic Corpus of Albanian as necessary ground for research and solution of different problems in the field of lexicography, structural research and many other practical needs (including human resources, infrastructure, hardware and adoption-developing of software's, etc.).
 - 2) Research on language use in media and public relations, education, culture, politics, science, business in the view of existing standards, strata and varieties, and with regards of further developments in the frame of new horizons of European Kosovar society.
 - 3) Language variation and identity: the relationship between our identity as members of groups and the language varieties important to each group.
 - 4) Research on structural, lexical and other resources of Albanian, especially with regard to the new horizons within the frame of European and western societies (terminology in economics, finance, law, society and in other fields of importance for economic and social development).
 - 5) Research on relations between Albanian and other Southeast European languages with special regard to aimed closer contacts between respective societies in the region (research and language learning).
 - 6) Language use and language learning in educational settings.
 - 7) Learning of languages for children of Diaspora.
 - 8) Linguistic studies among Arberesh and Albanians in countries such as Turkey, Greece, Italy, Egypt, Romania, etc.
 - 9) Linguistic studies in the field of information and technology.

- 10) Studies in the field of scientific terminology and standardization of terminology in Albanian.
 - 11) Linguistic studies in the field of history of the language and classical philology.
- b) Multidisciplinary studies of Kosovar society from the cultural, literary, artistic and folkloric perspectives:
- 1) Research of values, attitudes, perspectives and changes in the lifestyle and in thinking.
 - 2) Research of social, cultural, sub-cultural and multicultural identities in the era of integration and globalization.
 - 3) Research in the field of gender and social representation.
 - 4) Research in the field of arts (music, visual arts, literature, theatre, film, etc), popular culture, tradition and folklore.
 - 5) Studies in literature from a historical, critical and theoretical perspective.
 - 6) Philology studies and publication of heritage works and comparative studies in literature.
 - 7) Research in the field of sports and games.
 - 8) Research in the field of environment, urbanization and urban planning.
 - 9) Research in the field of media, public communication and social representation.
- c) Historic studies that will promote the national identity and the history of Kosovo.
- 1) Research in the pre-historic periods.
 - 2) Research in ancient and middle ages.
 - 3) Research in modernity, national movements, statehood and democracy.
 - 4) Research in Auxiliary sciences of history (Archaeology, archival research, etc.).
 - 5) Studies in the field of socio-economic, spiritual and oral history.

Priority 6: Cross-horizontal Research in Information and Communication Technologies

- a) ICT innovations focusing to solve environmental and social issues, providing the data and analysis to answer these questions.
- b) ICT contribution to sustainable economic growth and social well-being and its role in the shift toward knowledge-based society.
- c) Application of new innovations such as smart electrical grids, tele-medicine, intelligent transportation networks, interactive learning and computing as tools for efficient operation and fast communication networks.
- d) The role of ICTs for climate changes (future perspective).
- e) Use of ICT from official sources to develop a conceptual framework on different field (in economy, in environment, in the education system, in the health system, in public administration, etc.).
- f) Promotion of relevant information content, trust, freedom of opinion and the other potential for innovation in society.
- g) Development of the future content networks.

7.20 Comments and Recommendations on Other HICD Parameters

While not identified as among the top five most critical issues for UP, the Technical Advisors observed several other issues that, in their professional opinions, should be explored and/or addressed. These comments and recommendations follow.

7.20.1. University Board and Leadership Effectiveness

Respondents repeatedly raised the effectiveness of the UP Board as an important issue. The Technical Advisors worked in the Office of the Rectorate every day for over three months, providing them with significant opportunity to observe the work of UP leadership and Board. The Technical Advisors make several recommendations in this area that are critical to the successful long-term staffing and leadership of the University:

7.20.1.1 Change UP Statute on Board Composition

The UP Statute provides that Board membership be comprised of five members of the UP academic staff (chosen by the Senate) and four members chosen by MEST.¹¹⁷ This Board structure does not serve the University well and should be changed. As is the case in most organizations, the UP Board should consist entirely of persons external to the University.

Academic staff are already well-represented in the UP Senate which has significant authority over UP operations and do not need representation on the Board. Furthermore, a Board's purpose is to establish high level policy, raise funds, and often lobby or influence others on behalf of an organization. Leaders in Kosovo society who have large networks and significant fundraising skill should populate the Board (e.g., bank presidents, well-known education experts).

Unfortunately many (but not all) members of the UP Board were disengaged from this Technical Assistance project. Of the two Board members committing to join the Stakeholder Group, one attended no meetings. When the MMBT was administered to the Board, only three of nine members responded. Without a statistically significant response from the Board, the MMBT results had to be discarded. Although Board members are only required to attend one meeting a month (and do attend approximately one meeting per week), their salaries are equal to those of full professors. More should be expected.

The Technical Advisors recommend that a nominating committee for the UP Board be appointed by the Prime Minister. Members of the Nominating Committee should be Kosovars of substantial standing but not candidates for the Board, and ideally members of the Nominating Committee should be independent of the political process. Board candidates should apply for the positions, and following interviews, the Nominating Committee should forward a list of well-qualified candidates to the Prime Minister, and the final appointments made. The UP Board is critical to the institution's success and should play a much more active role in supporting its progress.

7.20.1.2 Delegate Decanal Appointment Authority to Rector

Deans serve for three year terms, consistent with the Rector. Currently Deans are nominated by their Faculty Councils¹¹⁸ and approved by the Faculty Senate.¹¹⁹ Interviewees commented

¹¹⁷ Statute of the University of Prishtina, Article 18 (2011).

¹¹⁸ The entire group of academic staff members in the Faculty.

¹¹⁹ Statute of the University of Prishtina, Article 69.

that this process invites “campaigning” for the Deanship by interested parties, and often the most politically powerful person in the Faculty receives the highest number of votes, not necessarily the most qualified.

Based on multiple observations and interviews, it is the finding of the Technical Advisors that a number of UP Deans are not fulfilling their leadership responsibilities. The Technical Advisors repeatedly observed the small Rectorate staff attempting to manage issues that are Decanal responsibilities because the Deans (and often Vice Deans) were not engaged.

Although again, impossible to prove in this short time period, the Technical Advisors were told that several Deans have significant outside employment obligations. This should be absolutely prohibited; Decanal responsibilities are more than a full-time job. Many Deans were completely unresponsive to requests for information for this project even though communications were sent from UPOR. The Technical Advisors were told that the lack of response was in part due to the fact that some Deans do not read email. Faculty Deans must have the 21st century skills and the knowledge and motivation to assist UP’s forward progress, and it appears that many do not.

It should be noted that some Deans appear to be performing in an excellent manner and instituting impressive reforms within their Faculties. However, those Deans who are not performing have no motivation to be responsive to the Rector. They are selected by their Faculties and the University Senate, and by UP Statute, may only be removed from office in case of resignation, dismissal, health reasons, conviction of a criminal charge, or death, that removal being the decision of the Senate.¹²⁰

While it is understandable that this process may have been established to avoid concentrating too much power in the Rector, it is not a workable system and is not a procedure followed in higher education institutions in most G-20 nations.

To remedy this problem, Faculty Councils should send 3-4 nominees for Dean to the Rector. The Rector should choose the Deans who will serve together with him/her. In this way the Rector can ensure that the most qualified and motivated staff are chosen for these crucial leadership positions.

7.20.2. Examine and Reform UP Finance and Accounting System

This should be a top priority for the incoming Vice Rector for Finance. Interviewees complained of significant delays in receiving payments. Also the procurement system was frequently criticized. Kosovo’s procurement law is complex but that fact does not fully explain the extraordinary obstacles in the procurement process at UP. UP should investigate the reasons for the very slow functioning of its procurement system. In particular, staffing or work process issues should be examined.

7.20.3. Automate Student Records

UP began automating student records with a SEMS system last year so that application and enrollment information as well as course registration and grades are not automated for rising 1st year and incoming 1st year students. The current plan is to continue creating automated records or incoming classes over the next 3-4 years until all student records are automated. This process should be completed more quickly – ideally in the next year. Many inefficiencies at UP

¹²⁰ Ibid., Article 71.

are caused by the outdated system of manually issuing grades, using paper gradebooks, and the like.

7.20.4. Simplify Recruitment and Hiring Process

The current process is quite cumbersome, and while again, there are checks and balances built in to ensure the best candidates are chosen, the process could be simplified. For example, all members of the Recruiting Committee review all applications of those candidates who meet the basic requirements for the position. Applications should be reviewed by sub-committees who cull candidates for the first round of cuts. Applications could be divided into three sets, and three subcommittee members could review each set, with a majority vote determining the candidate's move to the next round. A writing test is also given to a large group of candidates for administrative positions. In and of itself, organizing and scheduling the writing test is a major undertaking. The writing test should be administered to a much smaller group of finalists for open positions.

7.20.5. Establish an “Efficiency Committee”

A position for Vice Rector for Quality Assurance was created recently. In addition to establishing general quality assurance structures, the Vice Rector should create an advisory committee to look for efficiencies at UP.

Many processes and procedures at UP are unnecessarily complex (even byzantine) with multiple levels of checks and balances that slow down the functioning of the University. It is understood that many of these checks and balances were put in place to avoid corruption and the damaging influencing of politics on UP's operations, but thought should be given to which of these procedures actually *assist* in ensuring the integrity of the system and which just bog down the process, or even allow more opportunity for political interference.

This would be an excellent topic for a crowdsourcing activity or electronic suggestion box. UP could designate a “Best Idea of the Month” for improved efficiencies and publicize them on the UP website. While too numerous to list in this report, the Technical Advisors observed numerous inefficiencies in administrative operations, many of which could be easily improved.

7.21. Communications Baseline Survey

A communications baseline survey was designed by the HICD Advisor consisting of eight questions that asked students to score UP's performance on various communications issues on a scale of 1 to 5 (with 5 being highest). A hyperlinked survey was distributed via e-mail on Monday, May 27, 2013 and was kept open until Sunday, June 2, 2013 – a period of one week. In order to achieve statistical significance (as defined by 95% confidence and <5% margin of error) it was necessary to capture a minimum of 270 responses. When the survey closed there were 321 registered responses. Scores of greater than 3.0 on the 5.0-point scale suggest competent performance in any given category; however the UP scored lower than 3.0 on each question with scores ranging from 1.95 to 2.95.

The most significant areas to address were identified by students as:

1. Soliciting input from students and creating two-way feedback mechanisms;
2. Increasing the number of communication channels to reach students; and
3. Improving the quality of what is communicated.

Key results from this baseline survey appear in the Outreach Plan, and helped to inform the action planning of that performance improvement intervention.

Following a more comprehensive analysis of the data, the HICD Advisor recommended to the Rector that these results needed to be made public along with a performance improvement plan and actionable steps that will be taken by UPOR. These results being publically available would signal an increased level of transparency from the UPOR and represent an earnest effort to transform student feedback into meaningful improvements for the University. A letter from the Rector accompanied by a summary of results was published on the University website¹²¹ on July 12th, 2013. See also the [Letter from the Rector – Communications Baseline](http://uni-pr.edu/Lajmet/Raporti-i-Universitetit-te-Prishtines-Hasan-Pris.aspx).

¹²¹ Raporti i Universitetit të Prishtinës "Hasan Prishtina" – Efektiviteti në komunikimin e brendshëm
<http://uni-pr.edu/Lajmet/Raporti-i-Universitetit-te-Prishtines-Hasan-Pris.aspx>

7.22 Letter from the Rector – Communications Baseline

Message from the Rector:

I would like to personally thank all of you who participated in the survey to establish a baseline measurement of how the University of Prishtina is currently performing with respect to internal communications. In order to achieve statistical significance (as defined by 95% confidence and $\leq 5\%$ margin of error) it was necessary to capture responses from a minimum of 270 respondents. When the survey closed there were 321 submitted scores and comments. Again, thank you for your participation.

We asked you 8 questions across a range of different mechanisms with which leading institutions communicate with internal stakeholders. On the 5-point scale used in the survey, scores greater than 3.0 on any question suggest competent performance. We scored lower than 3.0 on all 8 questions with scores ranging from 1.95 – 2.95.

Unfortunately it seems that we are failing the grade in the area of communicating with all of you, and are not meeting your expectations. However with regard to this performance I am far less concerned with where we were yesterday, but rather where we will be going tomorrow. We are listening to your voice – but even more importantly we are taking action based upon what you are saying. The table below lists the actions we are planning and the target dates that we will meet in order to improve our capabilities in communicating information that is relevant to you.

#	Improvement Initiative	Reason(s)	Target Date
1	Create University e-mail addresses for every student, academic staff, and non-academic staff member	Increase number of communication channels; Gain ability to communicate via distribution lists for targeted communications	July 12 th , 2013
2	Electronic Suggestion Box on the UP website	Improve two-way communication	August, 30 th 2013
3	Increase capacity of existing social media platforms (Facebook, Twitter) and seek additional opportunities (RSS Feeds, YouTube)	Increase number of communication channels	September, 30 th 2013
4	Include a ratings-scale beneath each news post on the University website	Improve two-way communication; Increase quality and relevance of communications pieces	October 1 st , 2013
5	Publish on the University website (at least monthly) the <i>Office of the Rector Blog</i> to communicate updates specific to the transformation initiative	Improve transparency in Operations and Management; Increase number of communication channels	December 31 st , 2013
6	Establish LinkedIn profile for the UP and regularly maintain it	Increase number of communication channels; Greater alignment to private sector	January 31 st , 2014
7	Establish a student-run newspaper or e-zine via the Faculty of Journalism	Increase student involvement; Increase number of communication channels	February 15 th , 2014
8	Create a student-run internet radio	Increase student involvement;	March 31 st ,

	station for broadcasting music, and University news and updates	Increase number of communication channels	2014
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Now that this baseline level of performance with respect to communications has been established we will re-administer the same survey in May 2014 so that we can evaluate the degree these improvement initiatives improved our ability to meet your expectations regarding internal communications.

With respect,

Prof. Assoc. Dr. Ibrahim Gashi
Rector of University of Prishtina "Hasan Prishtina"

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7.23 Stakeholder Agreement

UNIVERSITY OF PRISHTINA

STAKEHOLDER GROUP AGREEMENT

I. Purpose

The purpose of this document is to outline the purpose, roles and responsibilities of the University of Prishtina Office of the Rector Stakeholder Group.

II. Background

USAID Kosovo Mission (USAID) and the Office of the Rector of the University of Prishtina (UPOR) have entered into a Memorandum of Understanding (MOU), agreeing to implement Human and Institutional Capacity Development (HICD) initiatives to improve UPOR's performance and enhance Kosovo's higher education system.

III. Goal

The goal of this project is to conduct a full and independent performance assessment of UPOR, identifying performance gaps and recommending solutions to close performance gaps. The successful implementation of the recommended performance solutions is intended to lead to measurable results in achieving UPOR's organizational and strategic goals.

IV. Role, Conduct and Meetings of the Stakeholder Group

In order to achieve the above stated goal, a UPOR Stakeholder Group (SG) is hereby established to provide input and advice at the major stages in HICD development, implementation and evaluation.

Advice and input from the stakeholder group will be solicited by members of the performance assessment team on an as-needed basis and may be solicited in either one-on-one meetings or in a more structured setting, as circumstances require. However, at a minimum, stakeholder group input will be solicited by members of the performance assessment team at the HICD milestones listed below.

The Stakeholder Group will play an advisory role and is not a decision-making body. However, SG input will be solicited at the HICD milestones listed below:

- Identification of performance gaps
- Development of solutions and measures to close performance gaps
- Prioritization of implementation of solutions
- Selection of performance measures for monitoring performance.

The SG will convene for at least four meetings between April 30 and July 19, 2013. The purpose of these meetings will be to perform the functions described above. Minutes for all meetings will be prepared and submitted to USAID.

At Stakeholder Group meetings, the Performance Assessment Team will update Stakeholder Group members on the status and progress of its activities. Additionally at these meetings, the Performance Assessment Team may present findings, recommended courses of action, possible next steps, and solicit Stakeholder Group input and advice.

V. Members of the Stakeholder Group

The Stakeholder Group has been developed to provide input from interested parties on the HICD development, implementation and monitoring processes. It consists of representatives of the University Rectorate, Faculty, Staff, and Students as well as representatives from an array of external stakeholder groups, including government ministries, non-governmental organizations, the media, and international organizations.

Members agree to the roles and responsibilities of the Stakeholder Group as described above

Signed this 30th day of April, 2013 by the Members of the University of Prishtina Office of the Rector Stakeholder Group.

7.24. Media Plan

The UPOR seeks to regain the public trust, respect, and admiration. Media plan implementation seeks to accomplish this objective by communicating key themes of the University Mission and Vision along with the Vision Statement of the Office of the Rector in new, innovative ways capable of reaching both traditional and “21st century” audiences.

The Public Relations (PR) objectives of the University of Prishtina fall across three categories:

- Informational Objectives
- Attitudinal Objectives
- Behavioral Objectives

Each category of objective has unique outputs, yet all are integrated and interrelated with one another. Details regarding these objectives and outputs are found in the Media Plan deliverable to USAID.

The plan also included a listing of target audiences and suggested ways to pattern PR messaging and delivery mechanisms in order to best reach these audiences. Target audiences included:

- Current and prospective students
- Alumni
- Private sector companies
- Prospective job seekers
- Other regional and international universities

The three objectives mentioned above must be quantified, actively monitored, and evaluated for efficacy so that course corrections can be made to the strategy. Operating capital is extremely limited, so the UP cannot afford to make an investment in a media campaign that does not maximize intended impact. In order to demonstrate the degree of impact that each PR activity/initiative is having, the Technical Advisors provided myriad key performance indicators (KPIs), and listed out the areas in which an assessment or report would be required in order to establish a baseline of performance.

All key messages, slogans, and distribution channels were described in the Media Plan deliverable along with a detailed implementation timeline.